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# THE CATHOLIC EDUCATIONAL REVIEW

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## Classroom Value of Films

REV. LEO. J. McCORMICK

*Superintendent of Schools, Archdioceses of Baltimore and  
Washington*

**I**NCREASED interest in the use of instructional films by the classroom teacher is due in no small part to the success of the training classes offered by the Armed Forces during World War II. With the aid of films, instructors in the Armed Forces crowded into a few weeks such content matter of the elementary school as sufficed to prepare illiterates for military service. Likewise skilled trade operations, through the use of films, were broken down into specific training jobs and were clearly outlined for the technically untrained worker. Intensive training courses were offered to men and women, who were being trained for a place on the production line of war industries. Time was a determining factor in winning the war. Such extensive use of films during the war years cannot be said to have introduced for the first time the use of films to the teacher or to have changed the classroom techniques in the use of visual aids, but rather it has demonstrated a wider use of films and filmstrips.

Teaching with the aid of pictures is as old as Christianity itself. On the walls of the catacombs are pictures illustrating the teachings of Christ; the narrow passages of the catacombs, winding for miles under the Roman terrain, are marked with Christian symbols—all teaching the Christian way of life. Monastic copyists illustrated the pages of liturgical books and the pages of Holy Writ with pictures which were deeply religious and valuable material for instruction. The realism of Johann Amos Comenius, exemplified in his textbook *Orbis Sensualium Pictus*, introduced a reform in language teaching which shifted the emphasis from words to things and also offered to children a simple method for studying language. Early American textbooks were not without pictures of such objects as contributed to the learning process. With the multiplication of picture uses in the classroom, the silent and the sound film found a welcome in many schools. When the recommendation of the Subcommittee on Education of the Motion Picture Association of America was accepted in 1946, an allocation of \$50,000 for research in the production of films in-

tended for classroom use clearly indicated the trend in the post-war production of instructional films. It also showed the Association's efforts to cooperate with school administrators in visual aid material.

Quick learning through the sense of sight is claimed by the use of instructional films. Pupils receive ready-made "mental images" from the use of films and are spared the necessity of building their images from the word pictures presented by the instructor. Though the picture is second best to an object itself, every picture used in films must be integrated with the unit or course of study. Exposition of scientific facts in geology, astronomy, physics and the difficult mathematical subjects, lends itself to film presentation and animated diagrams, and is readily explained by black and white or color frames. The scientist speaks of the process of atomic fission which underlies the explosion of the atomic bomb, and screen animation of this process explains what otherwise would require a large number of pages of a textbook to describe in detail. It is the belief that there are comparatively few subjects in the curriculum which do not lend themselves in some way to the use of films. However, an indiscriminate use of films, producing an attitude of passivity in the learner, tends to create in the child a sense of recreation and entertainment.

#### SELECTION OF FILMS

Based on the accumulated experience and success of the films used in war-time training courses, there is arising today a discernible interest in instructional films. Teachers' interest and pupils' reaction to instructional films are dependent on the proper selection of films. Frequently, large sums for producing the teaching films have been spent without sufficient efforts to integrate the content of the film with the learning situation set-up in the classroom.

Annotated lists of films are valuable insofar as they describe briefly the content of the film and its specific objectives in terms of units or course material. Films produced by the Office of Education during World War II for training workers in industrial plants presented definite learning situations which accelerated the learning process of the trainee in accordance with the teacher's training plan. If a teaching aid, and especially a film on a



technical subject, introduces inaccurate statements, a doubt may arise in the pupil's mind and the objective of the film may be defeated.

Every teacher is concerned with the process of acquiring, retaining, and applying knowledge and implementing the laws of learning. Before an instructional film enters the classroom, the teacher measures its value by a preview of the film to determine what teaching techniques are used to provoke readiness in learning and to sustain interest. The better classroom film will make use of repetitions for stamping-in-learning situations, and will show picture-actions in black and white or color with such vividness that the pupil understands the subject. There is no single rule for the selection of instructional films. Though the technical film may make use of many techniques of instruction as will encourage readiness to learn, will explain clearly different skills used in learning, and will increase the intensity of the impression made by the learning process, there is no reason for expecting every instructional film to follow the same plan of presentation. Whenever attitudes toward a social problem are the desired objectives of a film, the selection, organization, and appreciation of material entering into the film will determine the teaching devices to be used. Interests, accuracy, and realism are the characteristics of the recommended instructional film. The cost of films, the need of facilities, and the adaptability for classroom use should not discourage us from their use.

#### PLANNING THE USE OF FILMS

As the committee on the evaluation of textbooks studies the purpose of a textbook, its content matter, the author's methods of presentation, and the text's integration with the course of study, so also the instructional film should be studied before used in the classroom. From a preview of the film the instructor may determine whether it may be used for introducing the subject to the class or for summarization or review. During the preview, the instructor becomes familiar with the content of the film; he will make notes of the methods used, the subdivisions of each unit; he will watch for deviations from the textbook plan and procedure, and call attention to these changes during the classroom showing. Instructor's appraisals are valuable contributions and should be considered by those who produce instructional



films. In addition to checking on the accuracy of statements and action, the preview makes it possible for the instructor to stand aside and view the film in a prospective, which assists him in leading a discussion following the classroom showing. A lesson plan for the use of films and film strips may include the following:

1. Title of film—running time.
2. Preview.
3. Purposes of film.
4. Means of arousing student interest.
5. Exploratory discussion of film.
6. Explanation of new terms and key points in film.
7. Classroom showing of film.
8. Follow-up (class discussion).
9. Testing for understanding.
10. Assignments and references.

#### CLASSROOM USE OF SOUND FILM

A class announcement: "Today we will base our lesson on a film," rather than, "We are going to show a film," will lead the student into learning situations, and guard against the passive entertainment attitude found in the motion picture theater. Study guides with the objectives of the film described may be given to students; classroom discussion may center around the differences of word meanings as found in the guide and an explanation of new terms used in the film together with the key points. Previous to the showing of the film, the pupils make notes of the instructor's brief explanation of the guide and are told that questions found in the guide are answered in the film. For an overview of the film which provides an understanding of the relationship of specific parts of the topic, it is recommended to show the entire film for the first time without stopping. At the second showing the projector may be stopped at certain frames (if the projector is equipped with such an apparatus). While silent films permit the instructor to add explanations not found on the film, it is not recommended to introduce additional subject matter during the showing of a sound film.

#### CLASSROOM USE OF FILMSTRIPS

Filmstrips, silent or accompanied by recordings, offer to the teacher abundant classroom material at a minimum cost.

Through the use of selected, related, single photographs, prints of masterpieces, and diagrams, the filmstrip interspersed with titles and captions tells a complete story or offers a detailed explanation of scientific subjects. In contrast with instructional films of 35 mm, which may require 1,000 feet to show the same story or to explain similar scientific subjects, the filmstrip of fifty to one hundred frames offers to the teacher a visual aid less expensive than the 16 mm film and one requiring the use of a simple, inexpensive projector. In a small compact case, the filmstrip projector may be immediately set up and used in the classroom by younger pupils while the teacher continues with the lesson plan. A preview of filmstrips by the teacher may be seen in any small room of the school building.

The lesson plan recommended for use with filmstrips, with the exception of minor changes, may be the same as the lesson plan for films. With the filmstrip the instructor may stand in front of the classroom and point out the captions, which may be read aloud to the class. In addition, brief explanations of some frames may enrich the content matter and clarify the action on the screen. Moreover, such explanations of captions and pictures based on the instructor's experience add to the effectiveness of the filmstrip and stimulate student participation in the brief questioning introduced by the instructor. With the use of filmstrips it is possible to turn back a frame or two and re-show points about which questions have been asked or re-emphasize other points. In the analysis of charts the filmstrip offers to the instructor an opportunity for an explanation of each item. The use of the filmstrip for teaching languages, for adult discussion groups in agriculture, art, literature, architecture, geography, science and other subjects has been exemplified during World War II by the Overseas Branch of the Office of War Information. Occasional re-showing of frames in filmstrips coordinates actions and subject matter for the pupil and reveals his reaction. Though the action is slow in filmstrips, the pupil's understanding may progress rapidly. No mere showing of a filmstrip in a classroom can be said to offer a complete learning experience; for what goes on in a learning situation before, during, and after film showing depends upon the effective use of every film.

## CLASSROOM DISCUSSION

In the follow-up process, pertinent and enthusiastic discussion after the showing of the film offers an opportunity for the instructor to test the instructional value of the film and to correct whatever misconceptions may have arisen. Questions and answers such as give pupils the opportunity to sharpen and to clarify concepts and to effect changes in their understanding are a part of classroom discussion. Added meanings of the relationship of the film subject matter to a unit or to the course of study are outcomes of pupil discussions. Frequently the film suggests questions that the instructor introduces into the discussion so as to explore the pupil's comprehension. "Quiz Kids" radio programs with a panel of "experts" from the class add interest to discussion. Objective tests measure the quality and the quantity of the subject matter learned, and indicate the need for further projects, readings, reports or even another showing of the film.

Due to the limitations of each type of film for instructional purposes, there is no one type of film adapted to every teaching situation. However, a film closely integrated with a definite learning situation in subject matter and methods is a valuable aid to teachers. A well-planned instructional film may be used to introduce a skill that must be mastered or to review topics. It is imperative to preview instructional films to understand the purposes of the film as well as to emphasize the key points in class before introducing the film. Follow-up discussions show the quantity and quality of learning, and act as springboards for activities exemplifying the principles found in the film.

The principles outlined above for general use of films apply with equal effectiveness to the teaching of religion. Bible and Church history are subjects which lend themselves to visualization because the characters and events therein portrayed have a universal appeal. A fairly large amount of filmstrip and slide material on Biblical subjects is now available for teachers, and pictures showing the main events in the history of the Church are being produced in filmstrips and slides. Catholic sound movie producers, moreover, are evincing interest in these subjects for full length film treatment. The filmstrip in teaching catechism has already been tested by experience. Here doctrinal

material can be exemplified through pictures which are interpreted by the teacher; also abstract concepts and definitions can be shown on the screen and explained, and illustrations of the catechism can be utilized to reduce the matter of the lessons to familiar terms.

Religious films and filmstrips are valuable assets to the classroom teacher when they are presented according to the lesson plan suggested above. Pupil interest in religious subjects is greatly increased in the presentation part of the lesson by films which give variety and vitality to the classroom subject that would otherwise depend solely upon teacher techniques. At the close of the classroom discussion, a personal application of the film-lesson should demonstrate why the film was shown and how the pupil must integrate his life's action to the action shown on the film. Instructional films and filmstrips, whether in the secular or religious field, are supplementary aids which many teachers accept because they see in them a new approach to the mind and heart of youth.

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I know no precept more wide or more valuable than this: Cultivate self-help; do not seek nor like to be dependent upon others for what you can yourself supply; and keep down as much as you can the standard of your wants, for in this lies a great secret manliness, true wealth, and happiness; as, on the other hand, the multiplication of our wants makes us effeminate and slavish, as well as selfish.—*Gladstone to one of his sons.*

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If you are turning a grindstone, every moment is precious; but if you are doing a man's work, the inspired moments are precious.—*Perry.*

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Among the birds the one that talks best and flies worst is the parrot.

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Sad will be the day for any man when he becomes contented with the thoughts he is thinking and the deeds he is doing. When there is not forever beating at the doors of his soul some great desire to do something larger which he knows that he was meant to do.—*Brooks.*



## Meeting the Challenge

BEATRICE ROBLEE

*Editor of Safety Education*

**E**VERY day we read with horror startling headlines in the newspapers:

Two-year-old Girl and Ten-month-old Baby Sister Fatally Burned While in Bed.

One Boy Loses Eye and 27 Others Injured in Explosion in Chemistry Lab.

Child Burns—Cigarette Lighter Fires Her Scarf.

Five Children Die in Home Blaze, Parents Away.

Three, Injured by Autos, Die in Hospitals.

Today, the number one national emergency is the tremendous accident toll—the lives lost annually in needless, avoidable accidents. We must face the problem squarely, assume our responsibility, set our shoulders to the task and attack the problem with a vengeance and determination.

Grim facts receive no startling headlines. It is difficult to translate the cold language of statistics into the human agony represented by figures. Accidents mean more than "lost time," "disability," "economic loss." Each accident brings incalculable distress, suffering and even privation.

### SAFETY A MATTER OF INDIVIDUAL RESPONSIBILITY

How can we combat this needless waste? By education—by educating ourselves and our children to form proper habits for safe living. Habits of safe living are a moral responsibility of the individual. We fail in our obligation to our fellowmen if we are unable to meet the demands of our relationship one with another. We lack an essential requisite of good citizenship in the American democracy if we fail to develop safety mindedness and fail to attain the attitudes for safe living.

Each individual is a deciding factor in this curb on the wholesale loss of life, accepted so matter-of-factly up to now. This matter of individual responsibility must be taught, must be learned, and must be an integral part of each individual's development from infancy to old age. When safety has become an integral part of our everyday living, when every individual attains an intelligent grasp of his social responsibility, we will have



developed a strong opposing force against the prevailing misconception that accidents just happen.

Living is an adventure—but a dangerous adventure. The mechanization and scientific developments of modern life have introduced hazards that were unknown only a short time ago. These hazards are so great, the techniques of meeting them so complicated, and the intellectual and emotional preparation needed to face them satisfactorily so extensive that safety education has become a major problem of our civilization.

#### ORGANIZED SAFETY WORK HAS REDUCED TRAFFIC FATALITY RATE

Three or four decades ago the situation in industry was deplorable. Accidents were common occurrences and were accepted as necessary incidents of production. Public opinion finally focused on the necessity of making conditions more tolerable. Compensation was provided for workers and their families, and efforts were made to prevent the accidents themselves. Modern industry is now safer than the old nonmechanized forms of production.

Half a century ago there were comparatively few motor cars. In 1895 there were only four automobiles in the entire United States. The suddenness with which the automobile has displaced the horse has left us breathless.

Between 1922, the year when organized safety work was begun in the schools, and 1946, the traffic fatality rate to adults increased 94 per cent; during the same period the traffic fatality rate to children of school age decreased 30 per cent. These results are attributed largely to education, for the most part in the elementary schools. When the attitudes that have been acquired in school have had a chance to show their effect in adult life, we should see cumulative reductions in the accident toll.

#### SAFETY EDUCATION MUST HAVE A GOOD SAFETY PROGRAM

Education develops the personality of the individual in such a way as to make him able to get the richest experience out of life as an individual while enabling him to live successfully in his community group. Safety education would substitute a *good* experience for a *poor* one. The effect is to increase the quality of our experience—a good experience is adventurous and stimulating.

We must learn to do safely whatever we attempt to do, in order to secure the safety of others as well as our own safety.

Accidents just don't belong in a well-ordered world. An accident in our modern world is too dangerous to tolerate. We must seize every opportunity to educate ourselves, our families and all those who touch our lives.

A good safety program should include education in such areas as traffic safety, fire prevention, safety in and about the school building, holiday and vacation safety, home safety, bicycle safety and recreation safety.

But, as much as the schools have done in the past, and as much as they will do in the future, they can never hope for complete success unless every individual does his share. The individual will always be the backbone of the safety education program. Each of us has a responsibility to our fellowman to help each other form safe attitudes and skills. Beginning with the infant's first step, we must guide him into the paths of security. It is our responsibility to instill caution without implanting needless fear, long before the child reaches school age. By the time he goes to school he has already formed many habits, dependent upon our influence, which are either safe or unsafe.

#### SAFETY DEMANDS POSITIVE METHODS

Safety must be taught with positive methods rather than negative ones. It must be interesting and alive. A child of six will cross the street by himself. Whether he does so in a safe manner depends not upon instinct but upon training. His safe crossing will depend upon whether he has been taught the meaning of the red, green and yellow lights; whether he knows enough to make sure that the way is clear before he begins to cross; whether he is always on the watch for turning cars; whether he will cross only at corners.

Crossing the street to a child is an adventure. He should be well prepared for it, because if the child does not know how to meet a situation he will grow to fear it. The strongest protection we can give him is recognition of danger and practical training in ways to avoid it. Safety education, by explaining danger in simple terms and outlining principles of meeting it, tends to dispel fear and fosters self-reliance.

We want children to live lives that will be rich with adventure—good adventure. We are prepared to make many sacrifices to this end. We want to prepare them to make a place for themselves in this highly competitive world. But to what avail will all our sacrifices be if we do not teach them how to stay alive?

It isn't particularly difficult to teach safety to young children. They are receptive and have not acquired the adult attitude of skepticism. Once the seeds of safety are sown and become firmly imbedded, the safety seeds will grow with the child.

#### FEW SAFE DRIVERS

Perhaps the reason for our failure as teachers is that we can only teach our children what we ourselves know. Among adults today there are few who can, in the true sense of the word, be called safe drivers. Many of us took a car out in traffic after we had learned the elementary rules of how to start a car, how to shift gears, and how to apply the brake. The rules of the road, hand signals, the proper ways of passing, courtesy, and the countless other qualifications which are a part of safe driving we either had to learn by experience or never learned at all.

How many have had such narrow escapes in driving that we were left weak with apprehension after a near miss? We often hear such a remark as this, "When I passed that car, you couldn't have put a split hair between our fenders!" How can we expect young drivers to be careful drivers if we set bad examples?

#### CHILDREN SHOULD BE TAUGHT TO FORM SAFE HABITS

In some schools students are fortunate enough to get instruction in driving. But in the vast majority of cases children still get most of their driving instruction from parents, and the real training in safe driving should begin long before the youngster is old enough to take the wheel. The first instruction can begin when the child is riding with the family and can notice signals and road signs. His first lesson can be an explanation of why we stop for a red light; or why we stop for a STOP sign and slow down when the sign says SLOW. The child will understand if we illustrate and explain why we never pass a car on a hill or a curve.

Most important of all, we must set an example for safe habits, whether at home, on the highway, or in recreation. If a child

sees us wait for the green light before crossing an intersection, he'll do the same. If he sees us cross against the light or in the middle of the block, he'll feel that it must be all right to do so. Unsafe habits are hard to break, in spite of subsequent teachings and good advice. It is not difficult to impress upon a child simple safety rules, from time to time, which will form safe habits that he will carry through life.

#### FOUR STAGES OF EDUCATION IN TRAFFIC SAFETY

An individual's education in traffic safety may be divided into four parts: first, as an infant, he may be taught certain safe behaviors while riding in the car. He may be taught to keep his hands off the instrument board and away from the gear shift, to keep hands off the door handles, and to keep from annoying the driver. The second stage in his education comes when he is taught never to cross a street or an alleyway without an adult. Many children learn this lesson well by the time they have reached the age of two. Then the third stage is the bicycle stage. This bicycle stage is a young boy's or girl's first personal experience in traffic. If, during young and formative years, children have learned well some rules of pedestrian and traffic safety, they will have a good background on which to base their experiences as safe bicycle riders. A new bicycle is a big thrill, but this thrill can turn into a tragedy. We must not feel that we have done our share when we have presented our son or daughter with a bicycle. If our city has a bicycle ordinance, we must make sure our child knows the ordinance. If we don't know what the ordinance is, we must find out about it by making a trip to the city hall or by making a personal call on the chief of police. It will be well worth the trouble. The fourth stage in an individual's education in traffic safety is learning to drive. This is not much of a transition for a safe bicycle rider, because once the principles of safety have become firmly established, those principles are easily transferred to new situations. Safe drivers are not made overnight. Like skilled and safe workers, they are the result of much training and experience.

#### SAFETY TEACHING MAKES PLAY GOOD ADVENTURE

The same fundamental rules that apply to traffic safety apply to home safety. Safety training, the formation of safe habits, in



adults, as well as children, are needed to reduce accidents. As soon as the youngster learns to pull his toys out of the toy box, he can be taught to put those toys back. "A place for everything and everything in its place" is a good rule around the house, for safety's sake as well as for neatness.

When children go out to play, we expect them to experience a certain number of bumps and bruises. But sometimes they get more than bruises—broken bones and more serious injuries. We don't want to take the adventure out of good sport and play, but with safety teaching we can make play a *good* adventure rather than a *poor* one.

If we concentrate upon the safety education of our children today, we can hopefully look forward to the time when the plague of accidents will be erased, as have the many disease plagues of the past. We can be happy in the knowledge that our children will have the thrill of facing new adventures, as secure and as confident as the young man or woman who has spent years in training for his or her special vocation.

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He who studies only with his head and not with his heart has torn apart what belongs together, and this must lead to death.

---

One ship sails East and another West  
By the self-same winds that blow,  
'Tis the set of the sails and not the gales  
That determine the way they go.  
As the ways of the sea are the ways of Fate  
As we voyage along through life;  
'Tis the set of the soul that determines the goal  
And not the calm or the strife.

—Anonymous.

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If you are going to plant for one year, plant grain; if you are going to plant for ten years, plant trees; if you are going to plant for one hundred years, plant men.—*A Chinese Scholar.*

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Make use of time if thou lovest eternity.—*Quarles.*



## College Students Evaluate Commercial Entertainment

SISTER MARY MADELENA, B.V.M.

*Mundelein College, Chicago*

**E**LEVEN hundred young women at Mundelein College, Chicago, were excited, last fall, about world peace. This spring, they are seeing the results of that excitement in a tangible, possibly a unique, form of peace action—an Entertainment Board, created by students with faculty approval, manned by students with faculty cooperation, a Board which attempts to evaluate, for student patrons, the various types of recreation which appeal to college students.

To the students, there is nothing anachronistic about an Entertainment Board deriving from a study of the United Nations Charter. For one week in October they heard internationally recognized authorities take the Charter apart, analyze its functions, outline its problems, appraise its achievement, lay down conditions on which it can succeed.

From the most indifferent freshman to the most studious senior, they were absorbed. His Eminence Samuel Cardinal Stritch, D.D., Chancellor of the College, celebrated Holy Mass and then gave the Institute's keynote address, declaring that the United Nations "must rest upon right, recognizing immutable justice rather than expediency. The moral standard upon which it must be based is contained in the natural, moral law."

Successive speakers stressed with consistent and compelling logic the inexorable need for a return to the moral standard as a working principle of individual and social life. John Eppstein, British internationalist; P.J.S. Serrarens, Netherlands Parlement member and secretary of the International Federation of Christian Trade Unions, and Charles O'Donnell of the U. S. State Department discussed aspects of the Charter and noted again and again the need for a common moral recognition.

When Thomas H. Mahony, president of the Catholic Association for International Peace, concluded a ninety-minute lecture, a delegation of seniors petitioned for a personal interview. "He has ideas we can use," said Marianne Peterson, fine arts

major and president of the Student Activities Council. And for another forty-five minutes Mr. Mahony discussed peace and international law with the seniors.

"There is now a general recognition on the part of the public," he said, "that all efforts for peace have been defeated by insistence upon national sovereignty. There is only one Sovereign—Almighty God—and all men are bound together by one moral law." And the students asked: "What can we do?"

Louis J. A. Mercier, Georgetown professor and authority on educational subjects, decried the Godlessness of UNESCO and pleaded for popular insistence upon its ideological revision. Richard Pattee, author, lecturer, and general chairman of the Institute, turned the spotlight on inter-American affairs, and Elizabeth Lynakey of Hunter College described the problems of mandates and trusteeships.

And Catherine Schaeffer, of the National Catholic Welfare Conference, tied the entire Institute together in the five points of her lecture on the topic: "Peace Action Needs You," urging the students to pray for the success of the UN; to develop attitudes of patience, tolerance, respect for all peoples; to learn as much as possible about the UN; to spread their knowledge through intelligent discussion; and to unite their voices in expression of their opinions of the UN.

In the first student assembly following the Institute, discussion concerned what the students could do for world peace. Slowly, rather painfully, with much delay and prolonged discussion, in general assembly and in volunteer groups, they outlined their action. They would establish a Speakers' Bureau, to provide eloquent and informed students to talk on the UN before clubs, schools, and parish societies. They commissioned the campus newspaper to run a regular column of UN news, summarizing all its significant action and debate. But the problem of renewing faith in the moral standard remained.

#### THE ENTERTAINMENT BOARD

How to do it? They arrived at an answer. Through the avenue, they decided, which, probably more than any other, can build up or tear down moral strength—*recreation*. At a meeting of all college club presidents with the Student Activities Council, the editor of the campus newspaper proposed the idea: Let

us organize an Entertainment Board, with committees appraising the various types of recreation we enjoy—books, magazines, movies, stage productions, floor shows, radio programs, musical and artistic events. Let the findings of the committees be bulletined. Let the committee chairmen mobilize student approval or disapproval of current offerings and make this approval or disapproval known to managers and publishers responsible for entertainment.

The committees were organized. Faculty members were induced to serve as moderators. Chairmen and secretaries set to work; assignments were given to all volunteer workers, and provision was made for college-wide vote on current books, motion pictures, and other programs. Since January, the committees have had weekly or semi-monthly discussions.

#### BOOK COMMITTEE

The Book Committee meets semi-monthly for discussion of what the Catholic reviewers are saying about current best sellers; for student comment on popular fiction and biography; for the study of student literary opinion—secured through so simple a device as a notebook and pencil attached to the bulletin board. In the name of the entire student body, the committee secretary writes letters of commendation or of criticism to editors, filing in the Dean's office carbons of each letter. When college-wide acclaim or criticism seems warranted, the committee urges each student to write, supplying the name and address of the editor. Every student in the college was urged to commend *McCalls* magazine on the publication of Mrs. Luce's "The Real Reason."

#### MOTION PICTURE COMMITTEE

The Motion Picture Committee supplements its study of the Legion of Decency list and the reviewers' columns with reports from movie-goers, solicited through personal interviews, and classifies pictures in three categories: Unobjectionable and Entertaining; Unobjectionable but Not Entertaining; and B Pictures, with a notation explaining their B rank. It usually publicizes, likewise, a "Picture of the Week."

### FLOOR SHOW COMMITTEE

A more difficult task is that of the Floor Show Committee, which has sought the advice of a professional theatrical agent—who is also a Catholic—in its classification of current offerings. Since there are few available and reliable reviews of such entertainment, the committee must depend to a great extent on the taste and judgment of the students themselves. It is working, however, on a plan which will enlist the cooperation of floor show managers, and it expects to achieve constructive action when the group is reorganized in the fall.

### BOOK AND DRAMA COMMITTEE

Drama reviews are bulletined, and both Book and Drama committees keep in a convenient file notations of offerings previously reviewed, with committee ratings. Wholly constructive thus far, at any rate, has been the work of the Music Committee, which publicizes news of concerts, the ballet, the opera, recitals, and recordings of merit. In the fall, the Music Committee expects to launch a service similar to a Drama service now existent—that of arranging for the purchase, through the college, of tickets to the better downtown productions.

### RADIO COMMITTEE

Largest of the groups is the Radio Committee, whose members systematically listen to assigned programs and appraise them on a color chart as Consistently Good; Usually Good; and Usually Objectionable. They list, likewise, notable special events programs and give enthusiastic commendation to consistently fine radio offerings. Currently, they are conducting a survey of student listening and, from their findings, expect to improve their committee work in the future.

### BULLETIN BOARD

Actually, the term Entertainment Board now has two meanings; primarily, the term refers to the groups of students who serve on the committees; popularly, however, it refers to a thirty-six by forty-five-inch bulletin board strategically placed just opposite the elevators in the student lounge. With displays changing frequently—there is a purposely staggered plan for



the changes—the Board is one of the most colorful and attractive in the bulletin-board-lined lounge. It competes effectively with illustrated announcements of the Water Carnival and the Horse Show; with League of Women Voters posters and studio musicale invitations; with Sodality displays; with Red Cross, Publications, Drama, International Relations, Debating, and assorted club bulletins.

A floor show rating done on a chart like the diamond horse-shoe; a Book Committee report in the form of a flowering tree; an over-the-rainbow appraisal of the airways—these are a few of the artistic and arresting novelties with which student promoters challenge attention to the Entertainment Board.

### THE RESULTS

The results? These are hard to measure. A survey of opinion among faculty moderators and student chairmen reveals three prevalent ideas: that the Entertainment Board plan is eminently worthwhile; that it is an experiment this year—and should be launched early next year, with a publicity campaign designed to attract into its service eager freshmen, not yet committed to responsibility for departmental activities; that it can prove a potent force in alerting students to the moral quality of recreation and in promoting community-wide awareness of what is desirable and what is undesirable in popular entertainment.

The movement is just five months old—but it has already received nationwide recognition. Mundelein delegates to the Toledo Congress of the National Federation of Catholic College Students found other collegians eager for "something tangible to do." They proposed the Entertainment Board plan—and elicited such interest that delegates from coast to coast expressed their willingness to carry the idea back to their own campuses with a view to adopting it if local interest is forthcoming.

The plan is by no means perfect—as yet. But it has the merit of tangible reality. It is something in which each student can have a part. It can provide a powerful and practical measuring stick for the student's developing sense of values. And, wisely used, it may mobilize student opinion and student action into a force of perhaps unimaginable influence.



# Auditory Defects Among School Children

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**I**N 1898 the State of Connecticut passed a law, the first of its kind in the United States, requiring the testing of the vision of school children; in 1935, the State of New York enacted a new law, also the first of its kind, which prescribed hearing tests for school children. The thirty-seven-year interval is a sign of the times. Medical men, scientists, educators, and people in general have done relatively much more for the conservation of sight than of hearing. It is no exaggeration to say that auditory conservation lags some thirty years behind sight conservation.

Reasons for this difference are not hard to find. The eye is the more accessible organ, easier to operate upon, to measure, to check performance upon; consequently, it is better understood. Defects of the human ear are much harder to detect. A child losing his hearing may be unaware of the fact, as may his parents and teachers; he may compensate for his loss in part by lip-reading unconsciously; or he may be considered dull and backward, lazy and phlegmatic. The chances that some will discover the auditorial defect are much lower than if it were a visual one. It is interesting to note that, in 1940, 70 per cent of the students of the University of Minnesota with hearing defects were unaware of it. Auditory defects have a way of concealing themselves under many guises.

## DETECTION OF AUDITORY DEFECTS

### *Audiometer*

In 1925 the audiometer was developed. It is a phonograph instrument which sets up sound waves on an oscillating current; telephone ear-phones or receivers are connected to the phonograph. The volume or intensity of the sound waves is controlled and measured in units known as "decibels" (after Alexander Bell). A decibel is the minimum change in the volume of sound which a human ear can detect; it is often called a "sensation unit."

*Group audiometer*

This instrument, which was exhibited and used by the Bell Telephone Company in 1939 at both the World Fairs in New York and San Francisco, consists of an electric phonograph with records which are heard through the telephone receivers by forty children simultaneously, each holding a receiver to one ear. From the record comes a voice speaking numbers, at first very loud, and then in lesser and lesser volumes graduated in ten steps of three decibels to each step. The child writes down the numbers that he hears. If he hears all but the last number, his hearing loss is one step, or three decibels; if he writes all but three, then his loss is nine decibels, etc. Any child with a loss of nine decibels or more is held for further testing.

*Pure tone audiometer*

This instrument is a further refinement which requires only the identifications of tones as heard; it does not require the discrimination of numbers and syllables which may baffle a child. The pure tone audiometer controls both the intensity and the pitch of its sound waves. Its volume is graded in decibels and its pitch tests for the pure tones 128, 256, etc., up to 8,192 double vibrations per second. The listener merely signifies whether he heard the tone or not.

However, there is a further refinement based upon the distinction already made between "conduction" and "nerve" deafness. The pure tone audiometer has connections for both air and bone-conduction of sound.

If the ordinary telephone receiver is used, the sound comes through it to the air surrounding it and the outer ear, and is conducted through the canal to middle ear. However, if the outer or middle ear or both are obstructed, it is quite possible that the cochlea of the inner ear might be intact. The bone-conduction test permits a child to have the sound waves conducted via the skull directly to the cochlea which will react to this bone-borne sound in a near-normal way if the cochlea is normal. In this way so-called conduction and nerve deafness or both may be identified.

**TESTING**

As may be readily inferred from the description above, the testing program is a "screening process." Those children who show

a 9-decibel loss in one ear in the group audiometer test are considered potentially hard of hearing and are held for further screening. The pure tone test will reveal that some who failed the group test because of fatigue, or lack of power to discriminate numbers, or distractions, etc., are nonetheless normal hearers. Failure in the pure tone air conduction test means of course a further bone-conduction test.

While for years there has been no agreement on what criteria should determine medical referrals, it seems fairly well agreed that a child with a 9-decibel loss in the pure tone test on the tones 512, 1,024 and 2,048, or greater losses, should be examined by an otologist for possible medical referral.

#### *Evaluation of the testing*

The value of any test is in direct proportion to the precision of the instruments used. Consequently, it is safe to say that all tests administered before 1935 are in some respects suspect for one reason or another. Some of the tests may be valuable in themselves, but they cannot be proved to have been valid and reliable.

Wide variations have been in vogue in the administration, scoring and reporting the tests. Furthermore, the audiometers themselves were not standardized; there was no standard zero level; mechanical failures and defects were not infrequent.<sup>1</sup>

Since 1939 the tests have been more satisfactory. Standards for audiometers are now registered in the Bureau of Standards, Washington, D. C.; the American Medical Association now approves standard instruments. The administration of the tests has improved also; criteria are becoming better established for basic deficiencies for hearing.

#### PREVALENCE OF HEARING DEFECTS

##### *General school population*

"All surveys, including those made in England, the controlled study, the WPA and the Ciocco study, show that *at least 3 per cent* of the school population have need of one or several features of the (hearing conservation) programs."<sup>2</sup> There are in the

<sup>1</sup> Warren H. Gardner, Report for School Year, 1930-40, *American Society for Hard of Hearing*, Reprint 140.

<sup>2</sup> Board of Education, City of New York, *Acoustically Handicapped Children* (New York City: 1941), p. 17.

United States about two million school children with hearing defects, 17,000 of whom are deaf, about 1½ million with "conduction" deafness, and the rest with "nerve" deafness.<sup>3</sup> For the United States, the most widely accepted figure is that 5 per cent of all school children have a hearing loss of 9 decibels or more.

Specific studies, of course, are the bases for the general estimates:

1. Iowa Schools—1938—46,095 cases; from 3 per cent to 12 per cent of school children showed deficiencies with an average of 7 per cent, or one child in every fourteen.<sup>4</sup>

2. Washington, D. C.—1940—13,982 cases; 700 showed at least a 9-decibel loss or about 5 per cent.<sup>5</sup>

3. New York—1938—643,318 cases; 36,769 children showed at least a 9-decibel loss or about 5.5 per cent.<sup>6</sup>

1941—30,592 cases; 2,546 children showed loss of 9 decibels or about 7.7 per cent.<sup>7</sup>

4. Gardiner—1945.<sup>8</sup>

	No. of Towns Reporting	Pupils Tested	Pupils Deficient	Deficient
a. Phonograph Speech Audiometer	1,051	2,129,715	38,881	4.2%
b. Phonograph Speech and retest by pure tone .....	31	274,781	16,966	6.2%
c. Pure Tone only .....	32	74,387	3,377	4.5%
	1,114	2,478,883	109,224	4.4%

Gardiner points out, (b) with 6.2 per cent is too high and logically should be lower than (a). However, three cities account for the high percentage and, if these are deducted, the net incidence would be 4.2 per cent for the remaining 187,740 cases.

The general estimate is therefore that 5 per cent of the school population suffers a 9-decibel or more loss in one ear at least;

<sup>3</sup> *Encyclopedia of Educational Research*, W. S. Monroe, ed., pp. 95 ff.

<sup>4</sup> W. H. Gardiner, *Hearing Tests in Iowa Schools*, *Journal Iowa Medical Soc.*, March, 1938.

<sup>5</sup> A. Ciocco and C. E. Palmer, *Monographs of Society for Research in Child Development*, VI, No. 3, 1941.

<sup>6</sup> Board of Education, City of New York, op. cit., p. 33.

<sup>7</sup> *Ibid*, p. 32.

<sup>8</sup> *Silver Anniversary Report, Amer. Soc. Hard Hearing*, Washington, D. C., 1945. Reprint 154.



that a teacher may expect to find two pupils in each average class of forty who need some kind of auditory care.

*Specification of auditory loss*

1. The degree of loss

The Iowa study reveals that one-fourth of those children with hearing loss have a loss of at least 15 decibels in their better ear. The New York study shows that about 12 per cent of those reported with at least a 9-decibel loss really had between 15 and 20 decibel losses in their better ear, and that about 25 per cent had losses over 20 decibels. It is concluded by the New York experts that, of the 30,000 public school children in New York having a hearing loss of 9 decibels at least, 20,000 or 63 per cent do not have a 20-decibel loss in the better ear and therefore do not need special compensatory educational program. But, of the balance, 24 per cent or 7,500 have a 20-40 decibel loss in the better ear and 11 per cent or 3,300 a 40-60 decibel loss, and both these groups need special educational help of some kind.

Gardiner demonstrated that the audiometer works both ways; he showed that only 20 per cent of children in schools for the deaf suffer complete loss of hearing, and that not more than 40 per cent have deficiencies greater than 75 per cent.<sup>9</sup>

2. Hearing and sex

Boys' hearing was found to be less acute than girls', and that on the whole, especially on the perception of higher tones, the boys lost much more than the girls. The same is true in adults. Ciocco suggests that hearing acuity differences are one of the secondary characteristics distinguishing the sexes.<sup>10</sup>

3. Unilateral and Bi-lateral

While it is true that the right and left ears are not directly connected, yet defects in both are practically identical. If one ear is faulty, the other tends to be the same. Of those with one ear deficient, as many have left as right deficient.

4. Age and Rate of Loss

The question of age and rate of loss is a most important one, for it points out the most dangerous periods and the greatest

<sup>9</sup> History and Present Status of Education of Hard of Hearing, *Journal of Speech Disorders*, Sept. 1943.

<sup>10</sup> A. Ciocco, *op. cit.*

opportunities for prevention. Authorities state that the period most inimical to hearing conservation is from the ages of 3 to 12.<sup>11</sup> The New York Survey calls 10-11 years of age the most dangerous period.

Years	Cases of 3,290	Nerve deafness
6-7	73	2
8-9	763	33
10-11	1,373	82
12-over	1,081	79

A most significant survey was made by Ciocco and Palmer in Washington, D. C.<sup>12</sup> An unselected group of 13,982 school children were "screen" tested in the following manner:

a. Each child was tested twice with the group audiometer, each time with a different instrument.

b. 700 children were found with a loss of 9 decibels or more.

c. These 700 were given the pure tone test with both air and bone conduction.

d. Two groups were matched by age, sex, and school grade. The Control group of 700 registered not more than three to six decibel loss; the Experimental group of 700 each registered over 9 decibels loss in their better ear.

e. Three years later, 543 of the above 1,400 were tested.

f. Two years later, the same group was tested again, making a total of five years after the first tests.

The Washington, D. C., Study concluded with the significant statement that 5 per cent of school children have hearing losses which are definitely handicaps to their educational progress. This number of 5 per cent is agreed upon by the leading authorities in the field as the most accurate as an overall estimate of school children in the United States.

#### SUGGESTED PROBLEMS

It might not be too far afield for this paper to indicate briefly just a few of the problems which a recognition of the facts brought out already might suggest.

<sup>11</sup> Board of Education, City of New York, *op. cit.*, p. 9.

<sup>12</sup> Ciocco and Palmer, *op. cit.*

Bond found that 63 per cent of the poor readers he studied suffered hearing losses.<sup>13</sup> Further, he brings up the relationship between reading failures and the method of teaching reading to auditorially handicapped children. Obviously phonics have a different value than the sight or "look-say" method for the hard of hearing. Pintner, MacKane, Drever and Collins<sup>14</sup> and others have studied mental abilities, learning abilities and so forth; Bradway studied the social competence of the hard of hearing.<sup>15</sup>

Certainly, if a teacher of an average elementary school class may expect two children on the average with hearing losses, she must at least be aware of some of the problems presented and the remedies which in most cases are not drastic. Remedies are, of course, in proportion to the hearing loss. A change of place in the classroom nearer the teacher may solve the problem of a child losing less than 20 decibels; supplementary lip-reading for those losing between 20 and 30 decibels in their better ear; a hearing aid for those losing over 50 and so forth.

Also, the administrator of a school system can be a potent force for hearing conservation. Hearing conservation, lagging far behind sight conservation, consists of four things: (1) Community Education; (2) Case Finding; (3) Medical Care; (4) Educational Readjustment. The administrator can be instrumental in the promotion of all four phases.

A final word might be said on the need for the auditory checking of parochial school children. Gardiner<sup>16</sup> mentions that little has been done for parochial school children and that only a few county and city health departments are serving these schools. Certainly parochial school children have every right to the public health facilities. Moreover many public health authorities and many experts on auditory conservation are more than willing and anxious to serve the Catholic schools. Perhaps administrators might extend invitations.

<sup>13</sup> Guy L. Bond, *The Auditory and Speech Characteristics of Poor Readers*, Teachers College, N. Y., 1935, No. 657.

<sup>14</sup> *Encyclopedia of Educational Research*, W. S. Monroe, ed., pp. 97, 101.

<sup>15</sup> *Ibid.*, p. 99.

<sup>16</sup> Gardiner, Silver Anniversary Report, *op. cit.*

## Bibliotherapy

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**M**ORE books, more children, more problems! Perhaps this is the attitude of the average harassed teacher when she hears a new polysyllabic educational term. But bibliotherapy is not another educational fad; nor is it intended to multiply problems. Rather, bibliotherapy is based on the principle that a man is influenced for good or evil by what he reads. It aims to use books to help solve the problems of children.

### WHAT IT IS

Bibliotherapy may be defined as a prescription of books to meet the problems of the individual reader; or, in more scientific terminology, it is "the science of psychological dietetics."<sup>1</sup> Bibliotherapy, then, involves books and readers. The bibliotherapist must be prepared to meet the problem of individual differences. Moreover, there is need of tact, ingenuity, patience and perseverance; also a knowledge of educational methods and cooperation with the other members of the teaching staff.

This new type of therapy is not confined to the classroom and the library. Recently it has found wide use in mental and general hospitals and sanitariums. It is used to soothe the patient, to take his mind off his pain, to give entertainment and to aid adjustment. Certainly these are ambitious claims that the men of medicine are making for the healing power of books. May not teachers hope to achieve equally desirable results by the same means?

### HOW IT WORKS

Teachers can use bibliotherapy in all phases of educational, vocational, and personal guidance. The problems dealt with include standards of conduct, personality, life problems, and fundamental knowledge. In the actual work the cases range from the boy who always forgets his books to the girl who steals from

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<sup>1</sup> A. J. Bryan, "Can There Be a Science of Bibliotherapy?" *Library Journal*, 64:775.



the club treasury. Each case requires personal counseling and careful selection of books. The bibliotherapist must first gain the confidence of the pupil and a knowledge of his problems. Then the selected books must be presented in such a manner that they will be read and the lessons absorbed. Discussion of the book after it has been read will help in this latter phase. In all cases the individual approach is used instead of the traditional method involving book lists, reports and, unfortunately, few results.

In this method the problem is presented by the pupil himself. Once the therapist has studied the problem and its backgrounds, it only remains to select the proper book. Here, a recent list compiled by Clara J. Kircher<sup>2</sup> under the direction of Dom Thomas V. Moore is invaluable. As far as this writer knows, it is the only bibliography expressly compiled for bibliotherapy. The first part of Miss Kircher's book contains an annotated list of readings suitable for the primary, lower, and middle grades, and for junior and senior high school. The plots of some 263 books are reviewed with notes on the publisher, price, and character problem or trait presented. A character index to this bibliography lists these books under such varied heads as "stealing," "stammering," "sex," "sanctity."

Thus, for example, the teacher or librarian wants to prescribe a book for Dick. He is a good boy but more interested in playing "dress up" with the fifth-grade girls than passing a football with his own class of seventh-grade boys. The bibliotherapist looks under "manliness" in the character index and traces in the annotated list the books stressing this virtue and suitable for the junior level. She interests Dick in Barbara Fleury's *Luckypiece* or Lawrence Watkin's *Marty Markham*. Or perhaps the second grade teacher aims to remove Betty's fear of the dark. She puts on the youngster's desk either Margot Austin's *Barney's Adventure* or Margaret Brown's *Night and Day*. When Betty returns the books, the teacher asks for her opinion of Barney's bravery and the adventures of the black cat in the beauties of the night.

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<sup>2</sup> *Character Formation through Books: A Bibliography*, Washington, D. C., 1945.

Bibliotherapy is especially helpful in dealing with the problems of the high school student. The adolescent is more susceptible to the influence of the ideas expressed in a good book than he is to the preaching of a grown-up. For instance, Dottie is just on the verge of young womanhood and yet she is still leaning back to the ways of childhood. Even her mother is unable to predict with any accuracy whether she will be madly in love or just plain "peevish." Dottie herself is puzzled at her own moods. She can read with profit books on "growing up," such as Tarkington's *Alice Adams*, Phyllis Whitney's *Place for Ann*, and May Becker's *Under Twenty*.

These are only a few examples of the 162 headings in the character index which is so helpful in Clara Kircher's book. It is definitely an asset for anyone interested in the work. The books listed are both modern and appealing. The index helps the busy teacher or librarian to find the right book for the right student. It also serves as a guide to the purchase of new books, especially for libraries that are lacking in therapeutic books.

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To seek is better than to gain  
The fond hope dies as we attain;  
Life's fairest things are those which seem;  
The best is that of which we dream.

—Whittier.

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As a vessel is known by the sound, whether it be cracked or not, so men are proved by their speeches whether they be wise or foolish.—*Demosthenes*.

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A book should help us either to enjoy life or to endure it.—*Dr. Johnson*.

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If religion were small enough for our intellects, it could not be great enough for our soul's requirements.—*Benson*.

## Influence of Reading on the Racial Attitudes of Adolescent Girls

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**R**RACE prejudice stems from a complexity of social factors; it would therefore be impossible to prove that a single isolated influence either strengthened or weakened an existing antagonism towards persons of another race. Yet there are certain factors which, though not scientifically measurable, do exert an observable influence over human conduct. One of these factors is reading.

The study described below was intended to measure the effect of free reading on the expressed racial attitudes of one hundred adolescent girls in a large city Catholic high school. About 6 per cent of the two thousand girls in the school are Negroes.

A questionnaire containing twenty-seven questions was distributed to one hundred white girls whose library cards showed that they had borrowed during the past year at least two books by or about Negroes or dealing largely with Negro life. These pupils represented every grade from the ninth to the twelfth. Eleven, who reported that they had not read the books borrowed, and 19 absentees were eliminated. A matched control group of seventy of the same grades, chronological ages, and, where possible, I.Q.'s, were given the same questionnaire. The control group reported no reading on the Negro question. The replies of the readers were then compared with those of the control group to determine whether reading books about Negro life, or the works of Negro authors, made any appreciable difference in the attitudes expressed.

The questionnaire was divided into four sections, the first a preliminary group, the second dealing with general attitudes towards Negroes and their rights, the third probing the pupils' expressed reactions to situations involving personal contact, and the last testing their understanding of the deeper social problems involved in racial conflicts.

Replies to the preliminary section varied little between the two groups. The results were tabulated as follows:

	<i>Readers</i>	<i>Controls</i>
1. Are there now, or have there ever been, Negro girls in any of your classes? .....	100%	100%
2. Have you ever noticed any tension in classes because of race? .....	25.7%	31.4%
3. Do you have any contact with Negroes outside of school? .....	14.3%	11.4%
4. Have you or any other member of your family ever had a definitely pleasant or unpleasant experience with a Negro? If "yes", explain briefly on the back of this page .....	25.7%	28.5%

The percentage of affirmative answers to the last question is surprisingly large, especially if it holds throughout the school. Very few of the pupils reporting such experiences explained what they were, although they were requested to do so.

#### GENERAL PRINCIPALS

The second group consisted of eight items relative to the general welfare and natural rights of Negroes as human beings. Pupils replied in the affirmative as follows:

	<i>Readers</i>	<i>Controls</i>
1. Do you think the Negro problem in New York is serious at present? .....	92.8%	94.3%
2. Should equal educational opportunities be available to Negroes and to Whites? .....	100%	100%
3. Should Negroes and Whites receive equal pay for equal work? .....	100%	100%
4. Should qualified Negroes be admitted to professions—law, medicine, dentistry, etc.? .....	92.8%	87.1%
5. Should Negroes be permitted to have representation in municipal, state and federal legislative bodies? .....	92.8%	80.1%
6. Would there be less friction between races if Negroes were "kept in their place"? .....	58.5%	68.5%
7. Are Negroes less intelligent than Whites? .....	50%	42.8%
8. Should positions in the industrial world be available to qualified Negroes as well as to qualified Whites? .....	92.8%	91.4%

In considering the replies to this first group of questions as a whole, two observations are inescapable. The first is the consistently larger number of readers disposed to grant to the Negro his rights as a human being. In all the questions except the one dealing with native intelligence the readers scored from 1.4 per cent to 12.8 per cent higher than the controls. The second conclusion is even more significant. It is quite evident that the readers show a more intelligent grasp of the principles basic to their judgments than do the controls, since the same



readers voted "yes" on the questions concerning seriousness of the problem, equality of remuneration, professional equality, political equality and industrial equality, all based on the same fundamental human rights. The controls, however, wavered in their judgments, opinions ranging from 91.4 per cent in favor of industrial opportunities to 80.1 per cent in favor of political opportunities. This means that 11 per cent of the controls apparently do not recognize the fundamental issues.

#### SOCIAL SITUATIONS AND PERSONAL CONTACT

It was in a rather daring mood that the investigator proposed the questions in Group III. These questions embraced possible social situations in which the students might find themselves in personal contact with Negroes. With the exception of two questions which were answered unanimously by the readers and almost unanimously by the controls, this section revealed the greatest difference of opinion both between the two groups and within each group. The affirmative answers are given below.

	<i>Readers</i>	<i>Controls</i>
1. Would you be willing to eat lunch with a colored girl? .....	88.5%	77.1%
2. Would you play on a basketball team with a colored girl? .....	100%	97.1%
3. If you were a boarder at college, would you be willing to have Negro girls admitted as boarders? .....	81.4%	62.8%
4. If your little brother is polite enough to offer his seat in a crowded subway to a White woman, would you expect him to show the same courtesy to a Negro woman? .....	100%	91.4%
5. If a Negro subscribing to your political principles were running for the office of City Councilman, would you vote for him? .....	72.8%	51.4%
6. If a Negro girl should introduce you to her escort at your high school prom, would you dance with him? .....	22.8%	11.4%
7. Would you be willing to have a colored girl share your locker? .....	90%	74.3%
8. Would you patronize a Negro dentist, if you were assured of his personal integrity and professional standing? .....	50%	42.8%

Several students who answered "yes" to question 3 in this group specified that the colored girls should not be roommates of the white girls. Comparison between the answers to question 5 in this group and 5 in Group II, and between 8 in this group and 4 in group II, reveals a definite discrepancy between theory and practice. Twenty per cent of the readers and 28.7 per cent of the controls who would grant the Negro the right to hold office would not vote for him, and 42.8 per cent of the readers and 44.3 per cent of the controls who favor professional equality would not patronize a Negro member of a profession. As might be expected, question 6 in this Group III received the fewest affirmative answers. Three readers who answered "no" commented on the question. One said, "He wouldn't ask me to dance," another, "I don't think the colored girls go to the prom," and the third, "There's no reason why I shouldn't. If he were a nice refined colored boy I wouldn't mind. But I wouldn't have the nerve."

It is difficult to draw conclusions from Group III, except the obvious one of disparity. This is probably not surprising, nor is the fact that affirmative answers decrease as the situations become more intimate and personal. Seventy-seven and two-tenths per cent of the readers, and 85.7 per cent of the controls, for instance, who would accept a colored girl as team-mate would not dance with her brother. Answers in this part are also rendered less dependable by the fact that it is almost impossible to foretell what the reaction really would be in a given situation.

#### GROUP IV. RECOGNITION OF THE PROBLEM

As might be expected, high school girls' ability to analyze causes of racial dissension is by no means remarkable. Group IV, dealing with this aspect of the problem, consists of seven best-answer questions. Both readers and controls agreed that interracial problems should be decided by both white and colored people, but there the agreement ended. The affirmative answers were divided as follows:

	Readers	Controls
1. Most Negroes want		
a. Decent, adequate living conditions. ....	85.7%	82.8%
b. To gain power over white people. ....	14.3	17.1
c. To marry white people. ....	0	0
2. Negroes should have adequate housing because		
a. Justice demands it. ....	31.4	34.3
b. Charity demands it. ....	18.5	22.8
c. It will eliminate some of the race conflict. ....	50	42.8
3. Interracial problems should be decided by		
a. White people alone. ....	0	0
b. Colored people alone. ....	0	0
c. Both white and colored. ....	100	100
4. Inter-marriage between Negroes and Whites is		
a. Sinful. ....	1.4	5.7
b. Not wrong but socially unwise. ....	97.1	88.5
c. Completely unobjectionable. ....	1.4	5.7
5. Interracial intolerance is due largely to		
a. Ignorance or lack of thought. ....	34.3	51.4
b. Fear that minority races will gain supremacy over the white race. ....	38.5	14.3
c. Belief in the superiority of the white race. ....	27.1	34.3
6. Race prejudice is founded on a basis of		
a. Emotion ....	77.1	51.4
b. Reason ....	11.4	31.4
c. Superstition ....	11.4	17.1
7. The place of the Negro in American society is		
a. A unique and isolated problem in itself. ....	14.3	17.1
b. Part of a larger social and economic problem confronting the entire nation. ....	85.7	82.8
c. No problem at all. ....	0	0

## CONCLUSIONS

Whether or not reading is largely responsible for the difference in attitude towards Negroes, it is quite evident that the readers handled the questionnaire more intelligently than did the controls. As a group, they were more homogeneous in outlook, more favorably disposed towards the Negro, more cognizant of his human rights, and more aware of the complexity of the problem. They also showed greater consistency of opinion, while the control group was rather disposed to grant the Negro certain rights in one situation and deny them in a similar one.

Other points to be considered include the small amount of reading done and the "propagandizing" nature of some of the books. No one in the reader group read more than four books nor fewer than two; no one in the control group read any. The influences of radio, movies, parental attitudes and other social factors probably varied little between the two groups, although no attempt was made to evaluate these influences.

## BOOKS LISTED BY MORE THAN FIVE READERS

- Adams, Laura, *Dark Symphony*  
 Connelly, Marc, *Green Pastures*  
 Embree, Edwin, *13 Against the Odds*  
 Farnum, Mabel, *Street of the Half Moon*  
 Graham, Shirley, *George Washington Carver*  
 Holt, Mrs. Rackham, *George Washington Carver*  
 Hyland, James, *The Dove Flies South* (fiction)  
 LaFarge, John, S. J., *The Race Question and the Negro*  
 Macy, Jesse, *The Anti-slavery Crusade*  
 Means, Florence, *Shuttered Windows*  
 \*Steen, Marguerite, *The Sun Is My Undoing* (fiction)  
 Stowe, Harriet B., *Uncle Tom's Cabin* (fiction)  
 Swift, Hildegard, *Railroad to Freedom* (fiction)  
 Tunis, John, *All American* (fiction)  
 Washington, Booker T., *Up from Slavery*  
 \*Wright, Richard, *Black Boy*

Only one reader commented on the books. She said, "*Black Boy*, I think, was written for the purpose of stirring emotions. It is not the sort of book that might bring about understanding between the races. *Up from Slavery* and *George Washington Carver* are much more constructive."

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Every man is an omnibus in which his ancestors ride.—*Holmes*.

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He who wants little and has little, has much. He who has much and wants much, has little.

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The Greek talked to the highly developed intellect; Christ spoke to little children as well as to philosophers. And he warned His followers that if they would understand His teaching, they must empty their minds of human traditions and of preconceived ideas and become as little children. . . . The Greek philosopher usually set out from an abstract principle; the point of departure in our Lord's teaching is always a germinal truth.—*Shields*.

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Control over method in teaching dates from the time when we learn to modify it and to adjust it to each present situation.—*Shields*.

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\* Not in the school library.



## **The Catholic University Research Abstracts\***

### **Retroactive Inhibition as Affected by the Temporal Position of Interpolated Learning Activities in Elementary School Children**

By REV. FRANCIS JOHN HOULAHAN, PH.D.

In an experiment involving 4,209 elementary school children as subjects it was found that in 250 out of 252 comparisons the interpolation of a period of study of nouns reduced retention for a previously learned list of simple verbs. The greatest amount of retroactive inhibition occurred when the interpolated activity came to its completion just prior to a recall of the original verb list. The next highest retroactive inhibition ratio occurred when the interpolation took place just after overt occupation with the verbs. The influence of the temporal point of interpolation elsewhere was found to be so insignificant as to be obscured by variations in amounts of original and interpolated learnings, which are dominant factors in the amount of retroactive inhibition.

### **The Function of Material and Formal Similarity in Retroactive Inhibition**

By REV. ALFRED MARTIN SCHMITZ, PH.D.

Degree of similarity was conceived as founded in the number of identical material and formal elements common to two learnings. The relation of such similarity to amount of retroactive inhibition was investigated in a group-written experiment involving 1,418 fifth and sixth grade children. Quantitative analysis revealed that, while there is a tendency for the amount of retroactive inhibition to be directly related to correlational similarity, the trend is not strong nor consistent enough to warrant the use of the latter as predictive of the former. Qualitative analysis found retroaction to be greatly influenced by the meaningful relations of original and interpolated learnings, elements of which may be concreteness and abstractness or inclusion within the

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\* A limited number of these published doctoral dissertations is available in the office of the Catholic University Press, Administration Building, The Catholic University of America, Washington 17, D. C.

same parts-of-speech category. Within the range of the conditions used, form was a more potent retroactive factor than content.

### **Retroactive Inhibition as a Function of Age, Intelligence, and the Duration of the Interpolation Period**

By SISTER FLORENCE LOUISE LAHEY, I.H.M., Ph.D.

The purpose of this dissertation was to determine the influence of age, intelligence, and the length of the interpolation period upon the degree of retroactive inhibition in children between the ages of eight and sixteen. About four thousand pupils from grades three through ten of several Detroit schools were used in the experimental procedure employed. Analysis of the data obtained gave the following results:

1. Retroactive inhibition increases with extended amounts of interpolated activity, especially with average and dull groups.
2. With brightness held constant, susceptibility to retroaction decreases with increasing chronological and/or mental age.
3. Chronological age being constant, the degree of inhibition varies with the level of brightness. The percentage of retroaction decreases as degree of brightness increases.
4. Since bright, average, and dull control groups differ in original scores but not appreciably in comparative retention, differences in the retroactive effect may be attributed entirely to the influence of the interpolated activity.

These results were interpreted in accordance with the "transfer-disruption" theory of the phenomenon.

### **Reproductive and Retroactive Inhibition as a Function of Similarity in the Recall and Recognition of Paired Associates**

By SISTER MARY ADELBERT MATOUSEK, S.N.D., Ph.D.

The purpose of this dissertation was to determine the relative amount of reproductive and retroactive inhibition influencing both the recall and recognition of meaningful paired associates. Five hundred sixty-one children of grades five and six were divided into eight groups, two control and six experimental. The following variables were held constant either experimentally or in the process of calculation of data: mental age, intelligence quotient, chronological age, the process, content, method of presentation, diurnal variations, and prior activity. Arrangement

of material and the method of measurement were the experimental variants. Consistency of results warrants the following conclusions:

1. Retroactive and reproductive inhibition affect both recall and recognition.
2. The interpolation of paired associates produces inhibition in amounts which decrease steadily from identical to non-identical stimulus and/or response. In almost all instances reproductive inhibition is greater than retroactive inhibition.
3. Chronological age, levels of brightness, as well as mental power, are negatively related to susceptibility of the disintegrating influence of interpolated material.

### **The Relation Between Degree of Learning and Retroactive Inhibition**

By REV. JOSEPH G. PHOENIX, C.M., Ph.D.

The learning of a series of ten nonsense syllables of zero-associative value, to four different degrees of learning, followed by a twenty minute interval of rest for control groups and of work for experimental groups, prior to a retest, formed the basis of the experimental conditions of this study.

Two hundred college students served as subjects. They were divided into four control and four experimental groups. The materials were presented on a metronoscope at a two-second exposure rate. The groups were equated on a basis of a placement test which served to determine 100 per cent learning. Then one experimental and one control group were given one of the four degrees of learning used in this experiment: 33 per cent learning, 67 per cent learning, 100 per cent learning, and 133 per cent learning.

After this original learning, a twenty minute interval followed during which the four experimental groups worked on non-verbal problems, while the four control groups rested. Both groups were then retested, and the results interpreted as indicating the relation between degree of learning and retroactive inhibition when other variables are controlled.

Different degrees of original learning were found to be productive of different amounts of retroactive inhibition, and there was a consistently inverse relationship between degree of learning and retroactive inhibition.

## Elementary School Notes

### Bishops Appoint New Superintendents of Schools

The Rev. Laurence O'Connell who was recently appointed as Superintendent of Schools in the Diocese of Belleville is the successor to the post held by the late Rt. Rev. Msgr. John J. Fallon. During the past two years, Father O'Connell has been studying at the Catholic University of America, where he received his Doctor of Philosophy Degree on May 22nd.

The distinction of being the first to hold the office of Superintendent of Catholic Schools in the recently established Diocese of Evansville belongs to the Rev. Roman Heerdink, who began to function as the chief administrator of parochial schools in July. Prior to this date, Father Heerdink spent more than a year at the Catholic University of America in preparation for his new position.

The Rev. Francis J. Burns, former chaplain in the United States Navy, succeeds the Rev. J. J. Rooney as the Superintendent of Schools in the Diocese of Helena. Father Burns, who was a student at the Catholic University of America since February, 1947, is to assume his new office with the opening of the present scholastic year.

### Dioceses in New York State Launch Curriculum Revision Program

Five dioceses in New York State—Buffalo, Albany, Rochester, Syracuse, and Ogdensburg—have united to formulate and to adopt new and completely Catholic courses of study in all areas of elementary school education. These courses will be based on the curriculum which was compiled by the Commission on American Citizenship of the Catholic University in response to the late Pope Pius XI's request to draw up a constructive social program of education based on Christian principles. The construction of the courses of study is in the hands of religious teachers, principals, and supervisors from the five dioceses, under the direction of Sister Thomas Aquinas, O.P., and Sister Mary Nona, O.P. Forty-five Sisters representing the above dioceses, together with the superintendents from these school systems, initiated the program of revision and unification at a workshop held between June 23 and 28, 1947, at Stella Niagara Academy, Niagara Falls, New York.



This was the first time in the history of the Commission which was established in 1938 that two or more diocesan school systems began to work cooperatively to produce courses of study to be adopted by all.

### **Changes in Supervisory Organization and in Curriculum Made in Diocese of Cleveland**

Plans to change the supervisory organization in the diocesan elementary school system of Cleveland will go into effect during this scholastic year of 1947-1948. In addition to the special supervisors who give their assistance and service whenever and wherever needed, five general supervisors, each from a different religious community, will be added to the supervisory personnel of the system. Each of these five will be responsible for the general supervision of the schools in the particular district to which she is assigned. All religious teachers in the twenty-five to thirty schools comprising each district will be under the supervisory jurisdiction of this general supervisor.

Committees consisting of elementary school teachers and supervisors have been engaged since the spring of 1947 in the revision of the curriculum followed in the elementary schools of the diocese. The new curriculum will exemplify the principles expounded by the Commission on American Citizenship of the Catholic University of America.

### **Inter-Community Supervision Is Successful**

At the close of its first year in operation, the inter-community program of organization for supervision, inaugurated last year in the Archdiocese of Louisville and the Diocese of Owensboro, has been reported to be not only feasible but acceptable to the religious teachers in the diocesan school systems. According to this plan of organization, four supervisors, each from a different religious community, are appointed to visit such schools as are assigned to them regardless of the community of religious which staffs the school.

Supervisors in these two school systems are responsible for more than one hundred schools scattered in an area stretching from the Kentucky River west to the Mississippi, and from the Ohio River south to the Tennessee border. Inter-community supervision is viewed as one way of contributing to the unification of these schools into a coordinated system.

### **Teachers' Institutes Inaugurate New Scholastic Year**

In many diocesan school systems, the opening of the new scholastic year is preceded or accompanied by a one- or two-day institute for teachers. The Diocese of Evansville conducted its second annual institute of this kind in the latter half of August. Teachers from all religious communities and from all grades attended this gathering in order to become better oriented to the problems of the school year.

A teachers' institute was also scheduled for the latter part of August in the Diocese of Covington. In the Archdiocese of Baltimore and Washington a two-day institute will be held in September. The Rev. Gavan Monaghan, Superintendent of Schools in the Diocese of Oklahoma City and Tulsa, and the Rev. Francis J. Byrne, Superintendent of Schools in the Diocese of Richmond, announce that institutes for the teachers in these dioceses will be conducted during the month of October.

### **Plans Made To Co-Ordinate Supervisory Activities in Diocese of Sacramento**

In an effort to coordinate the supervisory activities carried on in the Diocese of Sacramento, the Superintendent of Catholic Schools, the Rev. Raymond Renwald, held a series of meetings with the supervisors of all religious communities which staff schools in that diocese. It is hoped that these conferences will eventuate in an improved curriculum which will parallel those followed in the Archdioceses of Los Angeles and San Francisco.

### **New Courses of Study Will Be Introduced in Diocese of Mobile**

A revision of courses of study in geography and history was undertaken during the past year by a committee of elementary school teachers and supervisors in the Diocese of Mobile. This project was continued during the months of July and August so as to have the new courses ready for use by the opening of the fall term.

### **Wichita College Sponsors Audio-Visual Workshop for Teachers**

A four-day workshop in audio-visual education was held at Sacred Heart College, Wichita, during the week of July 14th.

Nearly 150 teachers registered for the sessions at which several authorities in the field of audio-visual education presided.

L. H. Caldwell, recently appointed to the faculty of Kansas State Teachers' College, Pittsburg, conducted a workshop demonstration in the use and operation of various types of audio-visual equipment in the classroom. Mr. Caldwell likewise discussed the values of, the selection of, and the evaluation of classroom films. Other sessions were devoted to discussions on the topics of "A Visual Education Program on a Minimum Budget" and "Sources of Equipment and Materials."

Teachers who participated in the workshop were afforded the opportunity of learning the operation of the various machines through actual practice. The equipment used in the workshop was furnished by local distributors of audio-visual machines and materials.

### **School Sisters of Notre Dame Celebrate Centenary in United States**

One hundred years of planning, building, and expanding in the work of educating over six million American pupils comprise part of the record written by the School Sisters of Notre Dame as they celebrate this year, the centenary of their coming to the United States of America.

On July 31, 1847, four Sisters and one Novice of Notre Dame arrived in New York to begin there the educational activities which they had been conducting in Germany. By the fall of that year, these Sisters were teaching in three parish schools of Baltimore. From that city they extended their sphere of activity into Philadelphia, Pittsburgh, and Buffalo. Three years later, the American Motherhouse of the congregation was established in Milwaukee. Today, the School Sisters of Notre Dame conduct 449 schools in the United States and Canada, twenty in South America, and five in Puerto Rico.

### **Xaverian Brothers Celebrate 75th Anniversary at St. Patrick School, Baltimore**

In October of this year, the Xaverian Brothers will commemorate their 75th anniversary as educators at St. Patrick School in Baltimore. They report that this institution is the oldest school which they conduct in America. This anniversary has served to

focus the attention of both Catholic and public school educators upon the fact that St. Patrick School, founded in 1815, was in existence fully fourteen years before the public school system was organized in that city.

### **Diocese of Buffalo Commemorates Its Centenary**

An Eucharistic Congress to be held in September will mark the opening of the centenary celebration of the Diocese of Buffalo. Preparation for this event was made during the past year by the Director of Music in Elementary Schools, Mr. Jerome Murphy, and his staff of music supervisors. In an intensive course on the Ward method of teaching music given in various centers throughout the diocese, special emphasis was placed on liturgical music in the elementary schools with the view of training teachers and pupils to participate more profitably in the ceremonies of the Congress. Following the teacher-training phase of the program was that of preparing elementary school pupils for the part which they are to play in the Eucharistic Congress. Much time was spent in teaching and rehearsing the liturgical music which is to be rendered by the school children on this occasion.

### **Secondary School Notes**

For the first time in its history the Catholic University of America this summer sponsored a Workshop in Secondary Education. It was held at the university from June 13 to June 24. The general topic selected for discussion was "The Administration of the Catholic Secondary School." Dr. Roy J. Deferrari, General Secretary of the University, acted as the Director, with Dr. Michael J. McKeough, O. Praem., of the Department of Education, as Associate Director. 132 priests, Sisters, and Brothers, representing Catholic secondary schools in all parts of the country, enrolled as participants in the Workshop. In procedure it followed the plan which had been adopted by the College Workshop when this was inaugurated in the summer of 1946. A general session, in which a phase of the subject of interest to all was discussed, was held each morning. In the afternoon the participants divided into six seminar groups, each of which



studied a particular problem of secondary school administration. These seminar groups remained intact for the duration of the Workshop.

The program of the general sessions and of the seminars with the leaders of each follows:

#### *General Sessions*

- June 13, Introductory Remarks—Dr. Roy J. Deferrari  
The Workshop, Its Objectives and Methods—Rev. M. J. McKeough  
June 14, The Catholic Secondary School and the Community—Rev. William E. McManus  
June 16, The Forgotten Student—Rev. J. C. Resch, O. Praem.  
June 17, Methods of Admission and Placement—Brother George Thomas, F.S.C.  
June 18, Supervision and In-Service Training—Dr. Frank J. Drobka  
June 18, The Catholic High School Library—Sister Mary Fides  
June 19, Developing Personality and Leadership Through the Activity Program—Sister Francis Ines, C.S.J.  
June 20, Staff Participation in Administration—Rev. Leonard Fee, S.M.  
June 21, Student Costs in the Catholic High School—Rev. Edmund J. Goebel, Ph.D.  
June 23, Research in Catholic High Schools—Rev. Jos. A. Gorham  
June 24, Making the High School Truly Catholic—Rev. Edmund J. Goebel

#### *The Seminars*

- I. Office Administration in the Catholic High School—Rev. Urban J. Stang  
II. The Catholic High School Guidance Program—Rev. J. C. Resch and Bro. Giles Vincent, F.S.C.  
III. Scholastic Relations of the Catholic High School—Dr. Drobka  
IV. The Religion Program of the Catholic High School—Rev. M. J. McKeough  
V. Providing for Individual Differences—Brother George Thomas  
VI. The Central Catholic High School—Rev. Leonard Fee

The Workshop was so successful that immediate plans were made to hold another one next summer. Details of this will be published during the course of the year. In the meantime a complete report of the 1947 session is being prepared and will be published by the Catholic University Press this fall.

## News from the Field

### Huge Upsurge Predicted in Catholic School Enrollments

The Catholic school attendance this term is expected to reach the all-time record of 2,865,600 students. This high enrollment will be distributed as follows: 2,150,300 in elementary schools; 445,000 in high schools and academies; 235,800 in universities and colleges; 10,000 in normal schools; 9,500 in major seminaries; and 15,000 in preparatory seminaries. All will attend 10,800 schools staffed by 101,000 teachers.

The 1945-46 survey of Catholic Colleges and Schools, on which the above prediction is based, revealed a number of factors which account for the upsurge in school enrollments.

The peak enrollment in Catholic elementary schools, 2,222,598 pupils, was reached in 1930. From then on, the enrollment in these schools declined until the 1944-45 survey showed the first increase in fifteen years. This gain continued in the 1945-46 survey and conforms to the increased birth rates of the latter 30's and the early 40's. It is predicted that elementary school enrollments will continue to increase for at least ten more years.

On the other hand, the enrollments in Catholic high schools and academies have made yearly increases since 1920, the year of the first National Catholic Welfare Conference Biennial Survey. The enrollment of 445,000 students predicted for these schools this year will tax all the facilities for secondary education in most of the dioceses. In many instances, it was impossible during the war to take up the construction of contemplated school buildings. Many high schools have been compelled, therefore, to conduct their classes on a double shift, and in some dioceses a ninth grade was added to the usual eight grades of the elementary school division.

The largest gain predicted on any level is that for the universities and colleges. The 1940 enrollment of 161,886 students in these institutions dropped to 148,515 in 1944. This was to be expected during the war years. However, with the return to peace, a decided upswing began in the attendance at these institutions. This is partly due to the returning servicemen who are taking advantage of the educational opportunities that are

being offered by the Government. The enrollments of the universities and colleges that reported for 1945-46 included 37,176 veterans for whom the Veterans Administration is paying tuition under Public Law 346 (the G. I. Bill) and 2,714 students who are having their tuition paid under Public Law 16, or a total of nearly 40,000 veterans who are attending Catholic institutions of higher learning. This number and the enrollment of all other students in these institutions will continue to increase for some years. In fact, the Office of Education does not expect much decline until about 1960.

The enrollments forecast for teachers' colleges, major and preparatory seminaries are based on usual increases. It is interesting to note, however, that in 1945-46 there were fourteen war veterans in teachers' colleges and normal schools, 223 in major seminaries, and 607 in preparatory seminaries.

JAMES E. CUMMINGS.

### **Monsignor Guilday and Sister Thomas Aquinas, O.P.**

Catholic education and in particular the Catholic University of America have sustained a great loss in the deaths of two of its staff members. On July 31 Monsignor Peter Guilday, Professor of Church History, passed away after a long illness. A week later Sister Thomas Aquinas, O.P., for many years a member of the Citizenship Commission of the University, succumbed to a heart attack. She was stricken just after attending benediction of the Blessed Sacrament on the evening of the Feast of St. Dominic and died early in the morning on the sixth without regaining consciousness. Monsignor Guilday was buried from the Shrine of the Immaculate Conception on Monday, August 4. The Most Rev. J. Carroll McCormick, D.D., Auxiliary Bishop of Philadelphia, was the celebrant of the low Mass of Requiem. Solemn services for the funeral of Sister Thomas Aquinas took place in the chapel of the Dominican House of Studies on Thursday, August 7. The body was then taken to Newburgh, N. Y., for burial in the community cemetery.

Monsignor Guilday began his long career of service to Catholic education in the United States when he joined the faculty of the Catholic University in the fall of 1914. From that time until his death he never ceased his efforts in behalf of the Church and the students of this country. His constant research and

many publications in the field of American Church History would alone be an outstanding achievement. In addition he founded and edited *The Catholic Historical Review*, the first number of which came out in April 1915. Then in 1919, through his inspiration and guidance, the American Catholic Historical Association was inaugurated at Cleveland.

Great as these accomplishments were, to those well acquainted with his work his greatest achievement was the interest which he stimulated through his classes, seminars, conferences, and lectures, in American Church History and the training which he gave in careful and objective historical research to generations of Catholic University students. All over the United States, and in Canada and South America as well, effective work in historical research is being done for which Monsignor Guilday must be given much of the credit. Catholic educators everywhere will join fervently in the prayer—May his great soul rest in peace.

SISTER M. THOMAS AQUINAS, O.P.

The death of Sister M. Thomas Aquinas McManus, O.P., brought to a close her quiet but forceful apostolate for Catholic education over a period of twenty-five years. To thousands of children in the United States the name of this Dominican Sister has become known as a co-author of the Faith and Freedom Readers. To educators, both Catholic and non-Catholic, Sister Thomas Aquinas was known in a variety of roles. Her work as a religious teacher began in 1922 in the Thomas Edward Shields Memorial School of the Catholic University. Here she taught children of the primary grades in collaboration with the late Monsignor George Johnson, putting into practice the ideals proposed by Dr. Shields.

When the Shields school closed in 1928 Sister Thomas Aquinas returned to the motherhouse at Newburgh, New York, but was recalled to Washington in 1940 to serve on the Commission on American Citizenship. In this position Sister not only worked on the Readers but took part in every project designed by the Commission to further social education in the Catholic schools, including the elementary school curriculum, Guiding Growth in Christian Social Living. Very recently, Sister Thomas Aquinas collaborated in the establishment of this curriculum in a number of dioceses through workshops, institutes, and college courses.



The loss to Catholic education in the death of Sister Thomas Aquinas is allied to that caused by the death of the late Monsignor Johnson. His ideals and plans were not only well known to her through years of close academic association, but kept alive and to some degree brought to fruition largely through her zealous efforts.

When asked how teaching Sisters throughout the country were responding to the program for Christian social teaching which she promoted with such fervor Sister would reply, "Their response is always wonderful, because this is their vocation." It was the vocation of Sister Thomas Aquinas to take a leading role, often disguised by her self-effacement, in the apostolate of Catholic teaching. May her whole-souled response to this vocation earn the reward of eternal happiness. "They who instruct others unto Justice shall shine as stars into all eternity."

O. T.

### New Schools and Buildings

His Eminence Francis Cardinal Spellman, Archbishop of New York, broke ground June 4 for the new \$4,000,000 Archbishop Stepinac High School at White Plains, N. Y. Named in honor of the heroic Zagreb prelate now a prisoner of the Yugoslav government, it will occupy a tract of 450,000 square feet adjoining the Cardinal McCloskey School and Home. The auditorium and gymnasium will be a separate unit and will be a memorial to the late Major Edward A. Bowes. The cost of this unit will be paid by His Eminence from the Major Bowes Fund.

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A \$2,500,000 drive for the erection of a huge diocesan educational center to be known as San Diego University has been announced by Bishop Charles F. Buddy of San Diego. The educational center to be erected on a 160-acre strip of land will include the San Diego College for Women, a high school for girls, a complete grade school, an institution for pre-kindergarten classes for children as young as two years, and a college with liberal arts courses for men. Also envisioned are pre-medical and pre-law courses, a military academy for boys, and a major and a minor seminary.

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The University of St. Thomas, a new Catholic institution in Houston, will open this month under the direction of the Basilian

Fathers it is announced by the Very Rev. V. J. Guinan, Supervisor of the Basilian Fathers. A maximum of 150 students will be accepted for enrollment for the first year. The university will be co-educational, and students of any denomination will be accepted if they meet entrance requirements. Plans call for five years' operation at the present location.

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Merrimack College, under the direction of the Augustinian Fathers, Andover, Mass., will receive its first class of students this fall, it has been announced by the Rev. Vincent A. McQuade, O.S.A., college president. Construction of a one-story temporary building, containing eight classrooms, two laboratories, a library and other necessary facilities, is now well under way.

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Renovation has begun on three temporary buildings obtained from war surplus to help accommodate the 4,000 veterans expected to enroll at Duquesne University, conducted in Pittsburgh by the Holy Ghost Fathers. Two of the buildings have been transported from Fort Washington, Md., and the other building is being moved from the Susquehanna Ordnance Sub-depot at Williamsport, Pa.

The transportation and renovation of the buildings is being carried out under the Lanham Act which provided for veterans' educational facilities. Under the legislation the Federal Works Agency is authorized to dis-assemble, transport and re-erect existing temporary buildings without cost to the school except in cases where substantial structural changes are requested.

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A \$1,000,000 construction program by the Diocese of Steubenville which will result in the building of two new Catholic high schools, one in the Steubenville area and the other about 30 miles to the south, at Bellaire, Ohio, has been announced.

The projected Catholic Central High School of Steubenville will accommodate 1,200 pupils, will have an auditorium, science laboratories, metal and woodworking shops and a complete home economics division, in addition to the usual classroom facilities. It will also have a 20,000-seat stadium and a field house with room for 5,000 spectators. About \$600,000 has been pledged so far for the school.

At Bellaire, ground was broken in June for the New St. John's Central High School, replacing the old and overcrowded structure now being used. It will have facilities similar to those of the Steubenville school, and offer space for nearly 2,000 pupils.

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The first story of a two-story building to house the Holy Cross parochial school and convent in suburban North Buena Vista, Dubuque, Iowa, has been completed—but that's only half the story. Back in the 1870's Bishop Mathias Loras, first Bishop of Dubuque, blessed the ground and erected a cross on the site where the parish church now stands. The first school of the parish was opened in 1874.

Need for a larger school became acute in recent years, and the parishioners undertook a \$150,000 building campaign. Already \$100,000 has been subscribed. Work of the school began last fall, when the men of the parish, after their daily farm labors were through, dug the foundation and aided with the first stages of construction. The Rev. Anthon Sigwarth, pastor, expects an enrollment of 175 at the school this fall.

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As the first phase of a \$24,000,000 fulfillment fund, Loyola University, Chicago, will erect and endow a \$12,000,000 medical and dental school building "to keep society fundamentally sound," His Eminence Samuel Cardinal Stritch, Archbishop of Chicago, disclosed in an address to church and civic leaders and friends of the university at a dinner in the Union League Club.

The Cardinal said that preliminary estimates place the cost of the combined medical and dental school structure in the neighborhood of \$3,000,000 and that the remainder of the initial fund will constitute endowment, with income to be employed in maintaining the building, supporting education and research activities for the benefit of the people. The plans call for location of the building in the new medical center district on the West Side of the city, and it will house the university's medical and dental schools.

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Where three years ago only a mission cross had been erected, at a place 20 miles from Camden, Miss., today stand a chapel and six other buildings, the plant of the Sacred Heart Agricultural School, literally put together out of the surrounding trees.

Under the direction of Missionary Servants of the Most Holy Trinity, a small group of colored Catholics begged or contributed trees, sawed them into lumber and erected a school for Colored children. Missionary Sisters of the Most Holy Trinity aided the priests in their work for two years, until the mission was well established. Last year, a permanent teaching group, the Ursuline Sisters of Louisville, Ky., took over. This year there were 100 children in classes from the first grade through the second year of high school.

### **N.C.E.A. To Meet in San Francisco**

The 45th annual convention of the National Catholic Educational Association, which will be held in San Francisco at the invitation of Archbishop John J. Mitty of San Francisco from March 31 to April 2, 1948, will be built around the theme, "Catholic Education—A Challenge to Collectivism," it was proposed at a meeting of a special planning committee with Archbishop John T. McNicholas, O.P., of Cincinnati, President-General of the Association.

The committee asserted that the rise of collectivism, which was defined as "a social philosophy tending to destroy the dignity of the individual for the benefit of group welfare and which excludes group behaviour from the sanctions of the moral law," is a serious threat to the American way of life.

It will mark the first time in 30 years that the NCEA has held its annual convention in San Francisco. The sessions will be opened on March 31 with a Solemn Pontifical Mass in the Cathedral of St. Mary. Msgr. James T. O'Dowd, Superintendent of San Francisco archdiocesan schools, was named chairman of the San Francisco committee for the convention.

### **Merger of N.C.S.S.S. with C.U. Social Work School**

In a move involving transfer of endowments and property valued at more than half a million dollars, the National Catholic School of Social Service has been merged with the School of Social Work of the Catholic University of America.

The funds and property have been turned over to the university by the Board of Trustees of the N.C.S.S.S., on which the National Council of Catholic Women has the majority membership, and the merger was jointly announced by the two insti-



tutions. The proposed action had been approved by the N.C.C.W. at its convention last September in Kansas City.

The unification of the two schools, an important event for education in Catholic social work, also had the approval of the administrative board of the National Catholic Welfare Conference, of which the N.C.C.W. is a unit, and of the Board of Trustees of the Catholic University of America.

With announcement of the merger, Msgr. Patrick J. McCormick, rector of the Catholic University, announced that the Very Reverend Monsignor John J. McClafferty has been appointed dean of the unified school by the university's Board of Trustees.

### Course in Boy Counseling Scheduled by University

The Catholic University of America, in cooperation with Msgr. Edward J. Flanagan's Boys Town, will offer a two-year graduate training program leading to the master's degree in boy counseling at the opening of the fall term this month, Msgr. P. J. McCormick, University rector, has announced. The purpose of the program is to train men to act as counselors in boys' institutions and in other agencies dealing with adolescent boys; supplying a broad grounding in Catholic social principles at the university and practical training in individual guidance and recreational leadership at Boys Town.

The program will include four semesters of graduate work. Of these, the first and fourth will be spent at Catholic University, the second and third at Boys Town. The Rev. Dr. Paul H. Furfey, head of the sociology department, will be in charge of the work at the university.

### News in Brief

The Rev. Pius Barth, O.F.M., director of St. Peter's parish library, Chicago, has been elected president of the Franciscan Educational Conference which held its annual sessions in Santa Barbara, Calif., early in July.

Father Barth becomes the second president of the conference since it was founded in 1919 when the Very Rev. Thomas Plassmann, O.F.M., president of St. Bonaventure College, Allegany, N. Y., was elected president and continued in that position until this year. \* \* \* A pamphlet entitled "Moral Values in American Education," written by Archbishop James H. Ryan

of Omaha, chairman of the Department of Education of the National Catholic Welfare Conference, has been published by the N.C.W.C. Publications Office. \* \* \* A three-day celebration in October will note the 100th anniversary of the founding of St. Francis College, Loretto, Pa., by members of the Third Order Regular of St. Francis, the Very Rev. Adrian Veigle, T.O.R., college president, has announced. The celebration will be held in conjunction with the 500th anniversary of the formal establishment of the Third Order Regular. \* \* \* The diocesan collections for the Catholic University of America, and gifts, bequests and royalties received during the past year amounted to approximately \$950,000.00, the Rt. Rev. Msgr. P. J. McCormick, rector of the University, disclosed at the 58th annual Commencement exercises on June 11th, at which degrees were conferred on 706 men and women. Most Rev. Peter L. Ireton, bishop of Richmond, presided, and the chief address was made by Senator Brien McMahon, of Connecticut. \* \* \* In a move that has caused considerable surprise among scientific circles here, the Rev. Thomas Verner Moore, 69-year-old professor on leave of absence from the Catholic University of America, has joined the Carthusians at the Cartuga de Miraflores foundation near Burgos, Spain, to lead the life of a hermit. The noted American priest, doctor, philosopher and psychiatrist went to Spain less than six months ago to give a series of lectures in psychiatry at the University of Madrid. \* \* \* A nation-wide plan for foreign students relief was announced by James Dougherty, president of the National Federation of Catholic College Students, at the closing session of the International Pattern Insitute held at Mt. St. Vincent College, New York, last June.

One hundred college students representing 38 Catholic colleges in 20 states were present when Mr. Dougherty announced that the plan calls for the mobilization of the student bodies of 144 member colleges of the NFCCS to aid European students with food, clothing and books and to assist financially in the rebuilding of devastated European universities.

Mr. Dougherty said that the plan will be activated in cooperation with War Relief Services—National Catholic Welfare Conference.

## Book Reviews

Thomas Edward Shields, Biologist, Psychologist, Educator. By Justine Ward. Introduction by Monsignor Patrick J. McCormick. New York: Charles Scribner's Sons, 1947. Pp. xv + 309. Price, \$3.50.

It has often been said that anticipation is frequently more pleasurable than reality. Whatever may be the warrant for this remark, it must surely be assumed that, among many others, the readers of THE CATHOLIC EDUCATIONAL REVIEW have long awaited the present volume about its founder and they should immediately be assured that it reverses the proverb. For no unprejudiced perusal of these pages will be at all disappointing. Even those not closely acquainted with its subject should find this account of his life to be inspirational reading. Others, despite their previous intimacy and interest, will also discover it to be additionally instructive, for observation and objectivity are not identical.

If biography may, perhaps, best be defined as *personality in print*, then this is biography at its best. The cold, chronological facts of history, stored in files and hidden in archives, must often perforce be the only available tools for the telling, but they can never suffice for the make-up of a living picture. Their evaluation for such a purpose must be artfully handled if the portrait is to be true. Sympathy and perspective are the essential postulates to its approach, and the two are very apparently combined herein. The blending of the author's first hand knowledge with a century quarter's appraisal thereof has produced a tapestry of warm colors woven into clear outlines. One cannot fail to sense an attempt to join justice with charity in this delineation of a character development and the description of environmental influence thereon. These are the norms of Christian living, and it is gratifying to find them applied also to the dead.

With a deftness of style and acute insight, Mrs. Ward has drawn the details of her story into fascinating focus on all but only what is essential to the features of a self-named dullard who became in the truest sense a recognized doctor. Like any pioneer, Doctor Shields was a professionally controversial figure, the more so, perhaps, because he was originally a problem child. The "Shields Method" of education can neither be adequately

understood nor effectively applied without the framework of his own private struggle for learning. His triumph in this experience would itself be a supreme achievement were it not for the almost fanatic zeal and the ultimate success of his life-dedication to the sparing of others his poverty of means to end. Consequently, the ever recurrent question as to the relative importance and interplay of personalities and principles in educational technique is a predominant theme of this treatment. The result is a real contribution to both the history and the philosophy of American Catholic education; and, though the duty will also be a delight, it should be required reading for all aspirants to the apostolate which Shields so happily began and so hopefully bequeathed.

GERALD A. RYAN.

Dean, Sisters College,  
Catholic University of America.

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**Christianity and Civilization** (The Catholic Social Studies Series), by James A. Corbett, M. A. Fitzsimons and the Rev. Anthony L. Ostheimer. New York: William H. Sadlier, Inc., 1947. Pp. 836.

The purpose the authors had in writing this large book is well stated by the Rev. Charles J. Mahoney, the editor. Says he, "We were determined to give every Catholic high school student a knowledge of the backgrounds of present day national and world society, as well as our conviction that his study of these historical backgrounds must be made in the light of our faith in Divine Revelation." (p. v)

Chronologically, the book covers a large area. It begins with the fist-hatchets of the Cro-Magnon Man and takes us to the Atomic Bomb of the desert near Alamogordo, New Mexico. There are many splendid mechanical devices used to help the student in mastering this very difficult field. Such things as learning aids, teaching aids, reviews, charts, pictures and maps make the work very valuable indeed. The authors have certainly succeeded in simplifying a very confused conglomeration of people, things and events into a very readable presentation. I find no indication in the book on how long it would take a teacher to cover the matter presented. I should hazard the opinion that the minimum time would be two years.



There is a very effective map on pp. 258-259. It would help a great deal if the other maps were of this type. Cardinal Newman says "that the two eyes of history are chronology and geography." The authors have in a magnificent way paid tribute to this requisite.

The value of a textbook is enhanced by the use of some well-chosen illustrations. There are many in this book. Are there too many? One gets the impression of an over-stuffed window display which has the effect of turning away the customer.

In the General Book List at the back of the book there will be found many books which are beyond the capacity of students on the secondary school level. I doubt very much whether high school students would stay very long with the Cambridge Histories. Even college students find them excellent soporifics. Maritain's *Religion and Culture* is also recommended. Can high school students read this? There are many other books, good in themselves, which are to be found on this list and yet are quite obviously too high-browish for young students.

High school administrators ought seriously to consider the idea of introducing this course and the use of this book in their classes. The authors would be the first to proclaim that it is not perfect. After it has been used a few years, it might be well to rewrite it with the idea of still more simplification.

EDWARD V. CARDINAL.

Sheil School of Social Studies,  
Chicago, Ill.

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**A Select Bibliography of the History of the Catholic Church in the United States**, by John Tracy Ellis, Associate Professor of American Church History in the Catholic University of America. New York: The Declan X. McMullen Co.

Here is a book which will be greatly appreciated by every student and teacher of American Catholic Church History because it enables him to find at a glance the sources in his field. Within the scope of scarcely one hundred pages Dr. Ellis presents an exhaustive list of standard books and periodicals bearing on the subject of the history of the American Catholic Church from colonial days until the present time.

The first chapter contains a list of guides to enable both

teacher and student to form a general background. Next comes an evaluation of the different archival centers throughout the country, and this is followed by a list of outstanding Catholic authors on the history of the Catholic Church in general. In the three following chapters Dr. Ellis covers the colonial period (1491-1789), the middle period (1789-1866), and the modern period (1866-1946), indicating for each period the primary sources and the secondary works. Next we find a list of some thirty periodicals, and finally the names of thirteen Catholic historical societies and, last but not least, a complete index.

In his Preface Dr. Ellis explains why certain items like individual parish histories had to be excluded from the present bibliography; but, for the rest, the ground is well covered and an abundance of material is placed before the student which it would be impossible to obtain from any other one source. Besides, descriptive and critical notes accompany most of the works enumerated and greatly enhance the value of the book.

No book of greater practical value for the student of American Catholic Church History has appeared in recent years, and Dr. Ellis has placed every teacher and student of the subject under great obligation.

C. J. KIRKFLEET, O.Praem.

Somonauk, Ill.

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**Public Relations for Colleges and Universities**, by Christopher Edgar Persons. Stanford University Press, Stanford University, California. Pp. 61. Price, \$2.00.

**Public Relations, A Program for Colleges and Universities**, by W. Emerson Reck. Harper and Brothers. Pp. 286. Price, \$4.00.

Since the American College Publicity Association changed its name recently to the American College Public Relations Association, more and more educators are aware of the current emphasis on public relations and on the growing need for giving administrative thought to the various "publics" of the institution and for improving relations with all of these.

Mr. Persons, vice-president of an advertising agency and a special consultant on public relations to western educational institutions, selects Abraham Lincoln as the exemplar of well-considered and consistently maintained public relations. "To

any interested administrator," he observes, "Lincoln's presidential years will provide a working knowledge of public relations beyond the scope of any textbook."

The five points which Mr. Persons distinguishes in Lincoln's program are these: a clear knowledge of his own purpose and a firm belief in it, confidence in his ability to win others to his side, unlimited patience, a wide knowledge of available means and of ways to employ them, and the expenditure of time and thought required for planning and executing his procedures.

The planning of an effective public relations program depends, Mr. Persons believes, upon the administrator's genuine desire to win prestige for his school and upon his intelligent and systematic plan for meriting prestige. There is an essential honesty in the book, as in all good public relations, and its philosophic view of the general subject forms an excellent background for the more specific study of procedures outlined by Mr. Reck.

A valuable study of publicity as a tool of public relations and of specific programs which many American colleges have carried out, Mr. Reck's book outlines in considerable detail the organization and function of the public relations department, and delineates the important place which each faculty member, each alumnus, each student, and each member of the college community must play if the over-all program is to be effective.

Supplemented by a valuable index and a table of references, Mr. Reck's book is further enhanced by a sensible foreword, which allays the fears of the small college staff who may find the whole plan overwhelming. "... a constant preoccupation with good public relations, untempered by good sense and good judgment, can lead to undue self-consciousness, or to attentions so endless and assiduous as to be irritating and self-defeating." Thus Everett Case, president of Colgate University, presents one side of the problem. Almost immediately, however, he reverts to the thesis held by both Persons and Reck in their insistence that some responsible policy-molding official should be constantly alert to public opinion about the institution, pointing out that "institutional dignity and self-respect are assets too valuable" to be handled carelessly or haphazardly.

The books supplement each other admirably and suggest a

professional development of the often undefined but usually not wholly neglected public relations program existent in most Catholic colleges.

SISTER MARY MADELENA, B.V.M.

Mundelein College,  
Chicago, Ill.

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**Introductory Sociology**, by Raymond W. Murray, C.S.C., 2nd edition. New York: F. S. Crofts & Co., 1946. Pp. xii + 990. \$4.50.

Father Murray here provides an up-to-date, scholarly, and attractive college textbook which is a valuable addition to our meager literature in the field of sociology of Catholic authorship. He has learned a lot of sociology since writing the first edition of this text in 1935, and the result is a new book, not a mere revision. Following very closely the plan of the Ogburn and Nimkoff non-Catholic textbook in wide use, he has integrated his work with Catholic doctrine, and has made references to almost every Catholic University sociology dissertation, and to a great number of articles which have appeared in the *American Catholic Sociological Review* and other Catholic sources. The headings of the book are in the Ogburn and Nimkoff manner for easy study, to which Father Murray's own pleasant style of writing contributes much.

There is one point, however, which this reviewer thinks mars an otherwise excellent work. Although Catholic doctrine and viewpoint have a very definite place in the background knowledge which must be provided in an introductory course in Catholic schools, on pp. 33-37 Father Murray takes sides in favor of "A Catholic sociology," without calling the reader's attention to the fact that many Catholic professional sociologists do not favor such a description. This latter group is of the opinion that to be understood by their non-Catholic conferees Catholic sociologists will help themselves by upholding a specialist's interest in the subject, following Comte in narrowing the field to an observational science. Some few who adopt the narrow scope for sociology may be content with it and ignore what other disciplines have to say about social facts and problems. Others believe that if social planners and people with a practical interest and responsibility



for the welfare of society are not to be found to make use of the facts discovered and gathered by specialists in sociology, then sociologists must go outside their chosen field of factual observation and themselves make ethical and practical judgments. These prefer, however, to separate their sociology from their studies in social philosophy and in theology as it applies to society. True, Father Murray clearly heads his chapter: "The Catholic Viewpoint in Sociology," but because the issue is by no means finally decided, and because our students must be made aware of problems of content and method, it does seem a pity that he found it unnecessary to make even a short statement on these divergent views. Apart from this point, which is more of professional and educational interest than of general concern, one can have nothing but the highest praise for a very fine work.

EVA J. ROSS.

Trinity College,  
Washington, D. C.

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*Oliver Twist*, by Charles Dickens. Adapted by Mabel Dodge.  
Holmes College Entrance Book Co., New York, 1947. Pp. 335.  
Illustrated. Price, \$1.15.

This adaptation was made to provide a text for young people who lack either time, inclination, or reading ability to enjoy the novel in its original form. The vocabulary has been simplified, nonessential descriptions have been omitted, and lengthy dialogues abbreviated. Footnotes explain words such as "dame's school" and "charity-boy" not generally used in this country. The appendix consists of "Facts about the Author," 120 questions on the various chapters, and 10 topics for discussion and written reports.

In its physical make-up the book is particularly satisfactory. The reinforced binding, appropriate illustrations, good paper, and large type—all indicate a careful regard for the reader by the adapter, editor, and publisher.

Teachers of Remedial English who prefer single classics and children's librarians will welcome the retelling of a classic in which so many of the famous Dickens characters appear.

GERALD L. NOLAN, O. Praem.

Southeast Catholic High School,  
Philadelphia.

## BOOKS RECEIVED

*Educational*

Arand, Louis A., S.S.S.T.D.: *St. Augustine, Faith, Hope, and Charity*. Westminster, Md.: The Newman Bookshop. Pp. 165. Price, \$2.50.

Commission on Implications of Armed Services Educational Programs: *Language and Area Studies in the Armed Services*. Washington, D. C.: American Council on Education. Pp. 211. Price, \$2.50.

Crow, Lester D., Ph.D., and Crow, Alice, Ph.D., *Introduction to Education*. New York: American Book Company. Pp. 564. Price, \$3.75.

Dakin, Dorothy: *How to Teach High School English*. Boston: D. C. Heath and Company. Pp. 592. Price, \$2.36.

Deferrari, Roy J., Ph.D., Editor: *College Organization and Administration*. Washington, D. C.: The Catholic University of America Press. Pp. 403. Price, \$4.50.

Douglass, Harl R., Ph.D., Editor: *The High School Curriculum*. New York: The Ronald Press Company. Pp. 661. Price, \$4.50.

Educators Progress Service: *Educators' Guide to Free Films*. Seventh Annual Edition. Randolph, Wisconsin: Educators Progress Service. Pp. 341. Price, \$5.00.

Erickson, Clifford E., and Smith, Glenn E.: *Organization and Administration of Guidance Services*. New York: McGraw-Hill Book Company, Inc. Pp. 276. Price, \$3.00.

Fenton, William Nelson: *Area Studies in American Universities*. Washington, D. C.: American Council on Education. Pp. 89. Price, \$1.00.

Good, H. G.: *A History of Western Education*. (For teachers and prospective teachers.) New York: The Macmillan Company. Pp. 575. Price, \$5.00.

Gould, George, Ph.D., and Yoakam, Gerald Allan, Ph.D.: *The Teacher and His Work*. New York: The Ronald Press Company. Pp. 318. Price, \$3.50.

Gray, William S.: Compiler and Editor: *Improving Reading in Content Fields*. Chicago: University of Chicago. Pp. 240. Price, \$2.00.

Gruhn, William T., Ph.D., and Douglass, Harl R., Ph.D.:

*The Modern Junior High School.* New York: The Ronald Press Company. Pp. 492. Price, \$4.50.

Martin, Brother David, C.S.C., Editor: *Catholic Library Practice.* Portland 3, Oregon: University of Portland Press. Pp. 244.

McAllister, Joseph B., S.S., Ph.D.: *Ethics* (with special application to the nursing profession). Philadelphia, Pa.: W. B. Saunders Co. Pp. 442. Price, \$2.75.

Parker, Ethel Lee: *How Effective is the Teaching of Home Economics?* Lexington, Kentucky: University of Kentucky. Pp. 85.

Sears, Jesse B.: *Public School Administration.* New York: The Ronald Press Company. Pp. 433. Price, \$4.50.

Ward, Justine: *Thomas Edward Shields.* New York: Charles Scribner's Sons. Pp. 309. Price, \$3.50.

#### Textbooks

Bennett, Elizabeth H., and Others: *Wonder and Laughter* (teacher's guide) *Dreaming and Daring* (teacher's guide). New York: Silver Burdett Co. Pp. 128. Price, \$0.60 each.

Campbell, Harold G., and Wren, Lynwood F.: *Number Readiness Series.* Grades Three to Eight. Boston: D. C. Heath and Company. Pp. 280, 248, 247, 264, 310, 326. Price \$1.20, \$1.20, \$1.20, \$1.20, \$1.24, \$1.28.

Cloud, A. J.: *The Faith of Our Fathers.* Boston: D. C. Heath and Company. Pp. 253. Price, \$1.58.

David Barnett's *Music Manual.* New York: George W. Stewart Publisher, Inc. Pp. 78.

Edwards, William Herbert, M.A.: *Precision Shop Mathematics.* Boston: D. C. Heath and Company. Pp. 314. Price, \$2.48.

Gavian, Ruth Wood, Gray, A. A., and Groves, Ernest R.: *Our Changing Social Order.* Boston: D. C. Heath and Company. Pp. 616. Price, \$2.60.

Hamm, William A.: *From Colony to World Power.* Boston: D. C. Heath and Company. Pp. 854. Price, \$2.80.

Houghton, Ralph E. C., M.A.: *Romeo and Juliet.* New York: Oxford University Press. Pp. 192. Price, \$1.25.

Kelly, Very Rev Magr. W.R., and Mary Imela S.T., Sister: *Living for God*, "Living My Religion Series," Book 4. Pp. 380. Price, \$1.52.

Lovasik, Rev. Lawrence, S.V.D.: *Catechism Sketched.* St.

Paul, Minn.: Catechetical Guild Educational Society. Pp. 136. Price, \$0.35.

McClay, Harriet L., and Judson, Helen: *Biographies*. New York: Henry Holt and Company. Pp. 660. Price, \$2.08.

Meredith, Florence, B.Sc., M.D., *Health and Fitness*. Boston: D. C. Heath and Company. Pp. 325. Price, \$2.25.

Murray, Raymond W., C.S.C.: *Introductory Sociology*. New York: F. S. Crofts and Company. Pp. 990. Price, \$4.50.

Roses, Eva J., Ph.D.: *Sound Social Living* (teacher's manual). Milwaukee, Wis.: Bruce Publishing Co. Pp. 83. Price, \$2.12.

Rylands, George, Editor: *Hamlet*. New York: Oxford University Press. Pp. 256.

Smith, Nila Blanton, Editor: *With New Friends and Over Hill and Plain*. New York: Silver Burdett Company. Pp. 255, 320. Price, \$1.20, \$1.28.

Stoddard, Alexander J., and Others: *English Second Course*. New York: American Book Company. Pp. 594. Price, \$2.08.

Twohig, James L.: *Practical Exercises in Business Arithmetic*. Boston: D. C. Heath and Company. Pp. 124. Price, \$0.72.

Upton, Clifton B., and Fuller, Kenneth G.: *Junior Mathematics*. Book One. New York: American Book Company. Pp. 328. Price, \$1.36.

Upton, Clifford B. and Fuller, Kenneth G.: *Arithmetic*. Grade 6; Grade 7. New York: American Book Company. Pp. 312; 328. Price, \$1.20; \$1.24.

Wahlquist, John T., Ph.D.: *An Introduction to American Education*. New York: The Ronald Press. Pp. 333. Price, \$3.25.

Whipple, Gertrude, and James, Preston E.: *Our Earth* (Basal Geographies). New York: Macmillan Company. Pp. 245. Price, \$1.88.

Wood, William R., and Others: *The Right Way with Words* (Practice Workbooks). Books One to Six. New York: Henry Holt and Company. Pp. 120, 158, 142, 161, 155, 161. Price, \$0.60, \$0.68, \$0.68, \$0.68, \$0.72, \$0.72.

#### General

Burton, Katherine: *Difficult Star*. New York: Longmans, Green and Company. Pp. 239. Price, \$2.75.

Kothen, Abbe Robert: *Marriage, The Great Mystery*. Westminster, Md.: The Newman Bookshop. Pp. 115. Price, \$2.25.



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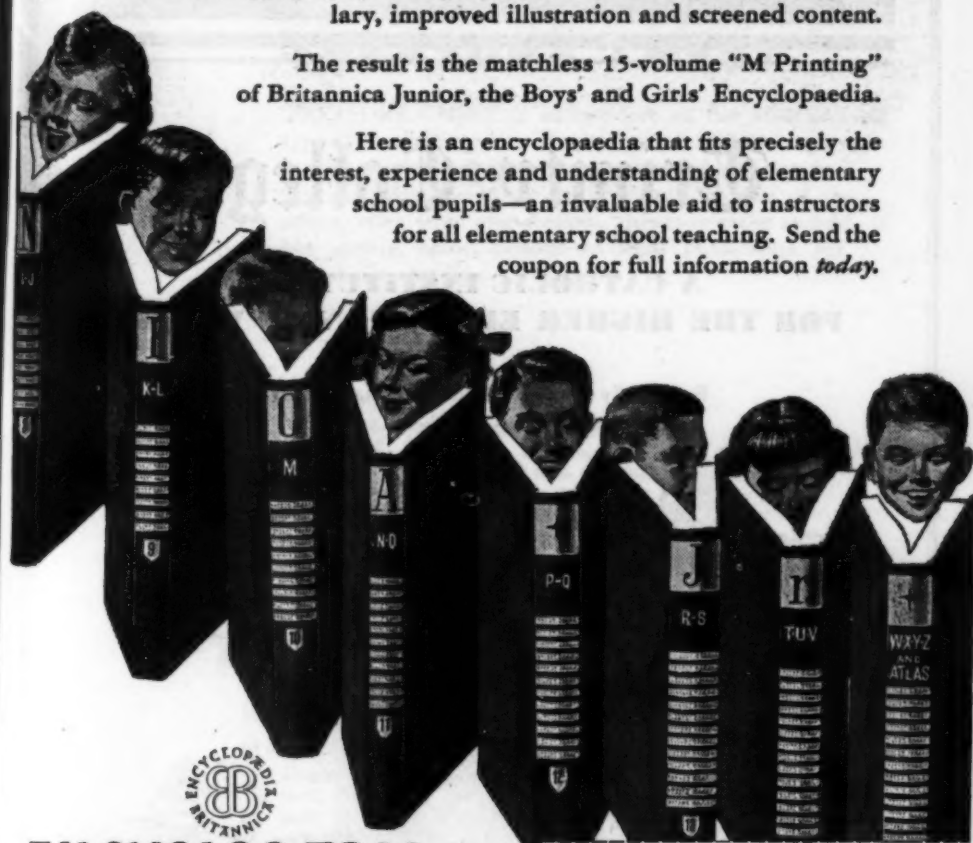
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